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ABSTRACT

Descriptive material about LaGuardia Community College International High School's program teaching English to limited-English-speaking students through content area instruction includes descriptions of individual program elements and courses. Two courses in the integrated learning center--a course on orientation to school and society, and a course on immigration--are discussed. Two courses in the personal and career development program are also discussed. One deals with individual characteristics and the other prepares students for internships. The guide also lists other course material in the following areas: growing up in the 80s, American literature, world literature, yearbook writing, American studies, international studies, human development, physics, sequential mathematics, mathematics fundamentals, criminal justice, physical education, art, music, and theater arts. (DJD)

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The International High School
LaGuardia Community College

The International Approach

Learning English Through Content Area Study

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The International High School
at
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, N.Y. 11101

Preface

"Each patient carries his own doctor inside of him. They come to us not knowing that truth. We are at our best when we give the doctor who resides within each patient a chance to go to work." The educational application of this insight, attributed to Albert Schweitzer, results in a powerful pedagogical principle; that is, that good teaching involves making students aware that they are their own best teachers. Effectively accomplishing this mission enables our students to become lifelong learners.

The International Approach: Learning English Through Content Area Study embodies this philosophy and reflects the practices that have made The International High School a special place in which to teach and to learn. Prepared under the direction of the Faculty Curriculum Committee, this bulletin is the product of the same collaborative process which forms the basis for the delivery of instructional services at our school. It documents the efforts of a skilled and talented faculty fully committed to the creation of a learning community where teachers and students thrive, and teaching and learning flourish.

It is not our intent to suggest a particular methodology or approach to the complex art and science of language teaching. The diversity of limited English proficient students in our schools, and the differences inherent in their linguistic, cognitive, and cultural needs and abilities, preclude such an endorsement. Rather, it is our hope that the materials contained herein will lead to insights which will enable our colleagues at all levels of instruction to establish a new measure of excellence in their work with limited English proficient students.

On a personal note, I wish to take this opportunity to express my admiration for the faculty of The International High School. They have demonstrated that, given the freedom to be creative and the resources to get the job done, great things can be accomplished for the benefit of the students we serve. It has been a source of tremendous pride for me to be associated with the outstanding work of such gifted and dedicated professionals.

Eric Nadelstern
Assistant Principal-in-Charge

Introduction

The existence of a curriculum committee in a high school is an indication of something unusual. The fact that the curriculum at The International High School is created by the teaching staff is a further indication of something unusual. It is a statement that we, as teachers, are best able to determine the structure and content of the learning environments that we manage on a daily basis.

The process of creating this document has provided us the opportunity to reflect and to share with each other about our classrooms and courses. It has shown us that collaboration and learning from each other is important for teachers as well as for students.

A very large factor in the success of The International High School is the management style, which is collaborative, supportive, and personal, rather than hierarchical. The model for running the school shapes the model for running the classrooms. This environment lends dignity to both students and teachers. It has made working in the school productive and satisfying in ways that we, as experienced teachers, had not thought possible.

Beyond styles, philosophy, and content, are individuals who have given so much of themselves to provide the best possible education for our students. The following letter written to Eric at the end of the first year by a staff member exemplifies the kind of acknowledgement that we provide and experience from each other on a regular basis.

Dear Eric,

It seems appropriate at this time of year to make some kind of statement regarding your value to The International High School and to me personally. In your gentle, softspoken, patient manner, you were able to sculpt a thriving comprehensive educational environment out of an abstract idea. You started with a closet and a mandate, and closed the year with a family and a home. You accomplished all this with a great deal of love and care, personally nurturing every child and every adult associated with the school community. You were always available. You were always supportive. You were always aware. You discovered each individual's strengths immediately and not only encouraged each person to develop and excel in his or her areas of strength, but went out of your way to provide opportunities for these strengths to flower, to the benefit of all. You took a linguistically, culturally, and experientially diverse group and developed it into a new society. You took risks and

exercised caution. You fashioned the year into one of great rewards for all concerned, and the most rewarding one of my career...

As embarrassing as public displays of affection are, we trust that the inclusion of a personal letter will point to a very special relationship with the staff and allow us to say, *Thank You, Eric.*

The Curriculum Committee:

Nancy S. Dunetz	*Christine Maugendre*
Judy Gex	*Tony Parascandolo*
Dina Heisler	*Kathleen Rugger*
David Hirschy	*Marsha Slater*
William Ling	*Ruthellyn Weiner*

Acknowledgements

The International Approach: Learning English Through Content Area Study was produced by the professional staff at The International High School during the 1986-87 school year. The Faculty Curriculum Committee, chaired by David Hirschy, directed this collaborative effort. Chris Mullaney prepared the manuscript. Nancy S. Dunetz and Ruthellyn Weiner edited the manuscript for publication.

We are grateful to Cecilia L. Cullen, Principal, for providing the inspiration, encouragement, and guidance which ensured the success of this project.

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Eric Nadelstern

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The International High School

The International High School opened on the campus of LaGuardia Community College in September, 1985. This collaborative project, jointly sponsored by the Board of Education of the City of New York and the City University of New York, offers limited English proficient students a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. The goal of the instructional program is to enable each student to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond.

The International High School has replicated successful strategies and practices developed at LaGuardia's Middle College, a public alternative high school founded in 1974. All graduates of The International High School are guaranteed admission to LaGuardia Community College. While enrolled in the high school, students may take courses in a variety of areas for both high school and advanced placement college credit. Courses specifically designed for high school students, and taught by college professors, are available. Students at The International High School are members of the college community, enjoying full use of the facilities, including the library, gymnasium, cafeteria and recreational programs.

The educational principles which underlie the instructional and curricular design of this school are as follows:

1. Limited English proficient students require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English speaking society.

2. Fluency in a language other than English must not be viewed as a handicap, but rather as a talent.

3. Language skills are most effectively learned in context and embedded in a content area.

4. The most successful educational programs are those which emphasize rigorous standards coupled with effective support systems.

5. Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which adolescents learn best, i.e., from each other.

6. The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips) facilitates language acquisition and content area mastery.

7. Career education is a significant motivational factor for adolescent learners.

8. The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design, curriculum development, and materials selection.

Collaboration with the college substantially enhances the capacity of the high school to develop an educational program which embodies these principles.

The faculty members of The International High School utilize *English as a Second Language* techniques as a means of reinforcing English language development and facilitating the acquisition of content across the curriculum. An ESL approach differs from English language instruction provided to native speakers of English. It is distinguished by its attention to the problems encountered in acquiring new language, sensitivity to other cultures, and understanding of how the native languages of limited English proficient students compare and contrast with English. ESL stresses the development of English language listening, speaking, reading, and writing skills, so that students learn to communicate effectively within the standard spoken and written conventions of the language.

As students move from concrete to abstract levels of language acquisition, teachers present the content in greater complexity, while maintaining a level of comprehensible input commensurate with the level of English skills development. Collaborative learning strategies encourage students at different levels of English language acquisition and academic preparation to work in small groups as they explore their subject area studies. With the teacher functioning as a facilitator, students are taught to rely upon themselves and each other for revision of written assignments, study and development of vocabulary, and mastery of content. They are encouraged to utilize their native language skills to support their learning of English, and to regard their own cultural backgrounds and those of other students as a classroom resource to enhance and enrich their learning experiences.

A career/occupational education program serves as a focal point of The International High School. All students participate in an out-of-school internship program for one third of each school year. This

graduation requirement allows students of limited English proficiency to investigate careers in business technology, human services, and liberal arts and sciences, while providing them with opportunities to reinforce their English language skills and further develop their native language proficiencies within the context of the workplace.

Extended-day study opportunities are provided. Students participate in small group tutorials designed to promote communicative competence in English, reinforce native language skills, extend content area studies, and explore career education alternatives. Extracurricular teams and clubs, as well as an ESL class for parents, are also offered.

Admission to The International High School is open to all newly arrived New York City residents for whom high school placement is appropriate. For admission consideration, students must be limited English proficient (as determined by a test score below the 21st percentile on the English version of the *Language Assessment Battery*), and have resided in the United States for fewer than four years. Junior high school students who apply for admission must be referred by their guidance counselors as requiring an alternative educational environment to realize their full potential. Over-the-counter entrants from overseas must be referred by the Board of Education's Office of High School Admissions as students who would benefit from this alternative academic setting.

For the 1986-87 school year, there were 185 immigrant students enrolled at The International High School. They came to us from 31 countries, speaking 27 languages other than English, and ranged in age from 14 to 20 years old. These young men and women represent a broad spectrum of English language proficiencies, native language abilities, literacy skills, and prior academic preparation. Present plans call for the school to reach an enrollment of over 300 students in the next school year.

First year evaluation results have been encouraging. For the 1985-86 school year, 87% of our students showed gains in their English language development as measured by the English LAB test, with 46% no longer considered limited English proficient as a result of having achieved a score at or above the 21st percentile. The passing percentage for all courses taken was 86%. There were no dropouts during this period, and average daily attendance was 95.6%, the highest attendance rate of all high schools in the City of New York. As a result of these achievements, The International High School received a gold medal awarded by the Council for the Advancement and Support of Education (CASE) in a national search for institutions "demonstrating

the greatest effectiveness with a new or improved partnership between a high school and a college."

The Integrated Learning Center

Introduction

We believe that language development, be it *first* or *second* language, be it *acquisition* or *learning*, best takes place when the language is embedded in meaningful content, and that language development cannot be severed from cognitive development. We further adhere to the philosophy that students learn best from each other, that a learning environment is a sharing environment, and that the teacher in the role of learner in the classroom greatly enhances this environment.

At The International High School, students learn English as a Second Language in all their courses, whether the course be science, social studies, mathematics, English, or anything else. Language develops from content, and content is never viewed as an excuse for providing language exercises. The *Integrated Learning Center* is the place where these learnings coalesce, and the course for which the students receive ESL credit. The content of the Integrated Learning Center is selected for its conduciveness to fostering the students' growth and development as members of the school community. Language is an outgrowth of the content and experiences provided, where cognitive skills, linguistic skills, and social skills are all brought to bear on the subject matter, rather than an outgrowth of a curriculum constructed around a series of grammatical, functional, or situational lessons.

All the ILC teachers are qualified ESL teachers. They frequently team up with content teachers. Some formal teacher collaborations thus far have been between ILC and career education teachers in such courses as *Growing up in the 80's: Problems, Prospects, and Responsibilities* (PCD 3), and *Research/Decision Making* (the last course in the career education sequence). Benefits of these collaborations are manifold. Students observe an ongoing adult collaboration, with its problems and solutions, and thus have a model for their own collaborative work. Then there is the broadening effect collaboration has on the teachers. They learn each other's content and techniques, and they develop an ever-widening perspective on the school community. There is the opportunity to have double periods. The general benefit for the students is to receive more individual attention.

Teachers in the Integrated Learning Center have major responsibility for the English language development of the students. This responsibility includes, although is not limited to, the traditional four language skills of aural comprehension, reading, speaking, and

writing. In the past, it was generally accepted that these skills developed sequentially (listening, speaking, reading, writing). Experience, observation, and research have shown that this is not necessarily the case; different students will develop skills in different sequences, some will develop all skills simultaneously, and, indeed, many students will develop speaking last. Students will also reach plateaus during which time they are integrating what they have learned, although they seemingly are making no progress. Recognizing that students will develop the skills in different patterns, the teacher must be certain to address classroom activities to all the skills and provide students with the opportunity to demonstrate their abilities in all the skills. Students who are progressing more rapidly in comprehension than in writing or speaking, can demonstrate this by following oral instructions that require the execution of real tasks, pointing to pictures which illustrate the answer, or marking in some way pictures which indicate the correct responses to questions. Students who are more print-oriented can demonstrate their progress in writing.

Strategies for Limited English Proficient Students

It has frequently been said that ESL techniques are nothing more than good pedagogy which should be universally applied by teachers. What makes the teaching of limited English proficient students different from teaching students fluent in the language of instruction is the fact that nothing can be taken for granted. We have some principles which we have found especially appropriate for teaching our student population:

Start at the beginning: The beginning is elusive. When we attempt to start at the beginning, we find that it is always many steps prior to what we initially identified. We are constantly going backwards.

> In an interviewing project, a student was assigned to make an appointment with his interviewee. Every day he came to class saying he made an appointment but somehow the interviewee wasn't available. It turned out that this student had no concept of *making an appointment*. The subject was busy each time the student approached him, and no attempt was made to establish a future interview. In a situation such as this, it is necessary not only to teach the meaning of the word *appointment*, but to teach the procedure of making an appointment.
>
> If we assign a book report, we might have to start way back at where to go to get a book, and how to select a book. We might even need to show how to enter the book once it is selected.

Break down the task: We cannot assign the students long term or ongoing projects without establishing the steps and a timetable. We cannot give an assignment such as "Do a book report" without establishing a model. The class can begin by reading a book together, developing an outline together of what they want the book report to include, and writing it together, with the teacher recording it on the chalkboard, chart, or demonstration computer monitor. It subsequently can be duplicated and distributed for the class to revise together, before students are required to produce their own book reports.

Model the *process*: So often we are told to provide models for students. Typically, students are presented with models of finished products. Students who are new to a language, a culture, and a system need modelling of the *processes*.

> If students are assigned to write journals, then the teacher should write his/her journal on the chalkboard *while the students watch*.
>
> In an interviewing project, the students need to be shown how to create questions before they are required to create their own. A way to do this is to list all the items they want to know about their interviewees (e.g., name, language, occupation, residence, hobbies). Then discuss point by point what questions to ask in order to get the desired information. Then the students can develop their own questions, and finally, they can put the questions in a logical sequence.

Elicit as much as possible from the students. Tell them answers only as a last resort: Crucial to *cognitive* development (the development of thinking skills) and to *concept* development (the recognition or discovery of categories of ideas and information) is the ability to classify and cross-classify. When students are given categories in order to classify information, they are being deprived of the opportunity to use and develop that intellectual skill, and remembering becomes more difficult.

> A good activity for concept development is to list on the board all the items suggested by the class regarding a certain topic. Have the students identify which of the items have qualities in common, and group them accordingly. (They must explain what the common quality is.) Then have them provide a label for each group. It is at this point that the students might have trouble, because of limited vocabulary. So here, the teacher can supply the label if the students can't come up with one. *Vocabulary development* and *concept development* go hand in hand.

Break the rules: Traditionally, teachers have been told in methods courses not to repeat questions, and not to repeat student answers. The reasons given were that students wouldn't listen carefully if they knew questions would be repeated, and that they wouldn't speak clearly if they knew the teacher would repeat their responses. This is not good advice in dealing with the student population we are addressing. Teachers have also been told not to talk while writing on the board because their backs will be to the students. There is ample reason to write on the board while talking to second language learners.

Repeat a question two or three times. The amount of surface information a second language learner can hold in short-term memory is much smaller that that of a native speaker, because the second language learner is doing more: listening for more detail and processing the information in smaller chunks (and therefore more slowly), attempting to distinguish between similar sounds, and translating. Repetition enables youngsters to process the linguistic information more thoroughly and increases their possibilities of replying. Ask a question in two ways. Youngsters should listen for the one they understand and work out an answer for that question. (Be certain that the students know it is the same question, and not two different questions.) This permits a class to focus on an issue of importance, but helps insure greater participation.

Repeat student responses. In repeating student responses, the teacher can make corrections without offending the student. The teacher reformulates what the student has said in order to help the student articulate his/her idea more clearly. In reformulation, the teacher can change vocabulary or grammar, and can also model pronunciation, so that the class hears the information correctly.

Write everything on the board as you say it for the second or third time, so that students can match what they hear with the written form. Students whose reading is more advanced than their aural comprehension might understand the written form more readily than the spoken form, and those who are more aurally advanced will be advancing their reading ability.

Use the students' native languages. Write key words in English and ask youngsters to write them on the board in their native tongues and native scripts. Ask the class to look at and pronounce the English words with you. Ask individuals to pronounce their native language translations. Ask for conclusions about the people in the class and their languages

and the concept under discussion based upon the board presentation. An activity such as this fosters pride in one's own language and respect for the languages of others. Students frequently learn concepts in their new language that they never dealt with previously in their native languages, so this activity can assist them in increasing their vocabulary in their native languages as well as in English, and in clarifiying concepts which may differ slightly from one language to another. The message to the class is that *every* language is a prestige dialect and there are no marked languages or, by implication, students.

Miscellaneous suggestions: Write clearly, neatly, and consistently on the chalkboard and on student papers. In fact, you probably need to improve your own handwriting, both cursive and printing.

Don't suddenly write a capital letter in the middle of a word. Point out similarities and differences between letters, and between capital and lower case letters. A student learning the Roman alphabet has no way of knowing whether the *T* crossed at the top is the same as the *t* you just crossed in the middle, nor might he/she know that the length of the stem can make the difference between *h* and *n*, or between *r* and *n*.

Vary the way you group the students. Assign them in small, cross-cultural groups, on a meaningful product whose completion must be negotiated in English. At other times they can work with partners or small groups of the same language background. This provides a chance to enhance use of native language skills to produce something in the class.

Use a word-find game comprised of key words and terms from lessons. This recalls to mind past learnings and can form the basis of review.

Choose key vocabulary items that are necessary for the lesson. Write them on the board so that they can be seen by the students. Use an adequate number of examples and non-examples. Most vocabulary represents concepts that need to be fully understood and processed.

Orientation to School and Society

Course Description

In the first term of ILC, the theme is *Orientation to School and Society*. Students explore the physical facilities at the school, participate in a variety of getting acquainted activities, discuss requirements and expectations of the school, discover what they can about each others' cultures, and learn as much as possible about life in New York and the U.S. Some activities that have taken place in ILC/OSS in the past are:

1. Touring The International High School and LaGuardia Community College facilities
2. Interviewing (Getting to know your classmates, teachers, staff)
3. Developing of family trees and family charts
4. Dramatizing of a play, *Maria's Date*, dealing with cross-cultural family issues
5. Viewing of family television shows
6. Learning about New York City
7. Learning about current events (1986 World Series)

Students were each presented with a copy of *Who's Who*, which contained information about everybody who was part of the school community in the previous year. It provided information about the school, and it also served as a model for *Who's Who, Volume II*, which this group was to produce.

Interviewing:

Interviewing as a central activity in the ESL classroom provides innumerable opportunities for growth on the parts of students and teachers. When conducted for a genuine purpose, the activity effectively integrates all of the language skills without using artificial exercises. Students as well as teachers improve their conversational skills. They are able to sustain a conversation with more poise. They develop their ability to formulate questions in a real situation. They become more precise in the questions they formulate. They sharpen their listening skills by sharing tapes of their interviews in the classroom. They learn to take notes while listening, and to screen the information for what is important. When the final project is complete, it becomes reading material for the class and a historical document of the interview topic.

Interviewing was basic to the first term ILC classes. The project began by students interviewing each other in the classroom. This was introduced very slowly through a variety of getting acquainted activities.

The first activity required students to communicate with a partner to find out 3 things: the person's name, country of origin, and language. Students then had to introduce the person they spoke with, and locate the country of origin on the wall map.

The next activity involved finding people in the classroom who possessed certain qualities, such as *someone born in the same month as you*, or *someone who speaks more than two languages*, or *someone who plays a musical instrument*. For this activity, students had to obtain the signature of one person fulfilling the specifications of each item. There were 36 items, and the project took several days to complete.

After students knew each other somewhat, they selected partners to interview. Students used *Who's Who, Volume I*, as a model. They studied the reports to figure out what questions were asked in order to get the information that appeared in print. Considerable time was spent developing interview questions. The partners interviewed each other and reported the results to the class. The class had the opportunity to ask further questions or to suggest follow up questions, which the interviewer could then incorporate into the final report.

The final portion of this project was writing up the report, which occurred in several stages. The interviewing experience was then repeated by students interviewing new staff members.

Steps in an interviewing project:

1. Identify a purpose for the interviews together.
2. Determine who will be interviewed.
3. Define what the interviewer needs to find out.
4. Develop appropriate questions.
5. Establish procedures and timetables for completing the project.
6. Report to the class.
7. Revise the interview.
8. Take notes from the tape.
9. Create a product.
10. Share the written report with a partner.
11. Evaluate the experience.

Computer Word Processing

Students learned basic word processing by doing their interview reports on the computer. For many of the students, it was a first experience with a computer. It took a long time for them discover that they did not have to delete an entire document in order to make corrections or revisions, or that pressing *enter* or *return* at the end of every line not only defeats one purpose of word processing, but actually causes many complications.

Evaluating Student Progress

Testing is not necessarily the best way to evaluate a student's progress in learning a language and its uses. At The International High School, students in the Integrated Learning Center are more often evaluated by projects they produce which integrate several language skills and functions. Such projects have included:

1. written reports based on interviews with classmates
2. taped interviews of staff members
3. a guide book for new students
4. a videotaped production to orient new students

When evaluating a student's progress in learning a language, it is necessary to define the area of learning we wish to evaluate, and to provide appropriate opportunities for the student to demonstrate his/her progress. The teacher must decide what the student must know, what the student must be able to do, and how the student will demonstrate it. The teacher must remember that language skills develop unevenly and that students need the opportunity to demonstrate their language progress in all skills.

Materials

The use of multimedia materials reflects the integrated learning approach that is the foundation of the ILC. A sampling of materials that have been used is:

1. Maps: World/New York City /U.S.A.(wall and desk)
2. Activity sheets
3. Computers/disks/Deskmate word processing program
4. VCR
5. Tape recorder
6. Film and recorded material

   Songs:

   "Getting to Know You" *The King and I*

"Carefully Taught" *South Pacific*

Movies:

The Music Box
What is a Friend?
Fat Albert Halloween Special
West Side Story

Television Shows:

Final game of the National League Pennant Race, 1986
Final game of the World Series,1986
Kate and Allie

7. Student produced materials:

West Side Story viewing log
Poetry and Friendship
Who's Who I and II (Student and staff interviews)

8. Reference:

Minturn, S., Diggs, J., Foster, E., Robb, N., and Shelton, Charlotte. (1973). *Double Action Play Book.* New York: Scholastic Book Services

Immigration

Course Description

Integrated Learning Center/Orientation to School and Society 2 is a one cycle course on *immigration* offered to tenth graders. It focuses primarily on the youngsters' own immigration experiences through a combination of writing, reading, singing, and viewing video presentations.

This course reflects the notion that the core experience of the students is their immigration experience. Simply seeing our students as being of limited English proficiency, or as second-language learners, or other-cultural persons, or adolescents, is not adequate for understanding them and helping them to deal with their experiences. The core experience is their immigration experience. This transcultural trauma often motivates resistance toward American society and toward us, as the representatives of this society. The course, therefore, has to encourage students to deal with their basic immigration experience and to come more to terms with it as well as to introduce the concept that they are *all* immigrants and therefore have much in common and much to share; that perhaps these commonalties are more important at this juncture than their cultural differences.

The subject was eminently relevant to these youngsters. They were automatically involved because what was under examination and discussion was their life experience. They all had had this experience and hence all had something to say as well as the experiential base upon which to build discussions and symbolic representations. In addition, the subject was emotionally involving because, as we discovered during the course of the term, they all had mixed feelings about the events involved. They all felt pain and were willing to examine their experiences for themselves and with others.

The course was aimed to result in a real product that had a real and understandable purpose with which students could identify. The end product of the work, a soul searching study, was a videotaped play to be presented to teachers so that other immigrants could receive more empathetic treatment. They were in full agreement that this was a real contribution they could make.

Youngsters were encouraged to look into their own experiences as well as to present these experiences for sharing with others. The topics covered were *departures, arrivals* and *transitions*. Each topic began with youngsters writing a free-flow diary entry in class dealing with their experiences as immigrants. Youngsters then shared the material with a partner they selected and clarified this work. The teacher read the material and responded in two ways: The first response was to the content, in written form, similar to the technique of dialogue journals. The second response was to acknowledge the students' strengths in writing English, and to indicate areas for improvement. Some students want specific grammatical corrections, and others are not ready for that kind of detail.

Each section of the course included some special activities. The opening section included Charlie Chaplin's film *The Immigrant*. The second section included the use of two songs, "America" from *West Side Story* and "America" by Neil Diamond. After some discussion, youngsters produced montage material to demonstrate what they had learned from the songs. The final section involved youngsters in selecting their own teams to produce one act of a three-act play on the course themes, which was to be videotaped at the end of the term. *El Norte* was also shown. Additional material that might be used in a future course include: the New York City pamphlet entitled, Immigrant Entitlements, charts and graphs showing the statistics of immigration in the United States, and short readings from various available texts.

Evaluating Student Performance

Students work on a diary concerning their immigration experience throughout the cycle. It is done in *writing process* fashion, that is, with writing and student revision work and finally with input from the teacher leading to a finished copy. This has a due date. **Student work should demonstrate improvement in the areas of written communication from their original copies to their final copies, which includes spelling improvement, grammar improvement, and improvement in self expression.**

Toward the middle of the cycle, near the end of about three or four weeks, students become involved in doing some transcription work from two songs. They are then encouraged to produce a group project demonstrating their actual group work can be evaluated for growth, development, and progress.

The final product which the students will present is the play that they will write and produce. This play should demonstrate the achievement of the various goals of the course in all of the specific areas, affective and cognitive. The teacher can monitor the groups-in-process as they work and view the final product. This will provide data for evaluation.

Materials

1. Student-produced diary material
2. Songs:
   Bernstein, L. (Composer), and Sondheim, S. (Lyricist). "America," from *West Side Story*
   Diamond, N. "America"
3. Movies:
   Burns, K. (Producer). (1986). *The Statue of Liberty.*
   Chaplin, C. *The Immigrant.*
   Thomas, A. (Producer). (1983). *El Norte.* (Cinecom International Films)
4. Teacher-made materials
5. Spolin, V. (1986). *Theater games for the classroom: A teacher's handbook.*

The Personal and Career Development Program

The Career Education program at The International High School is an experiential program designed to provide students with the opportunity to explore their career interests, and to apply their developing linguistic, social, and cognitive skills in a meaningful setting. This program differs from a vocational training program in that it is designed to broaden the students' views of themselves in society, and to make the students aware of the variety of options available to them.

In conjunction with classroom instruction, an important facet of the program is the internship, where students explore and experience many aspects of work. Students have the opportunity to interact with supervisors and fellow workers, investigate different careers, and apply their acquired job and language skills in various career situations.

The program is divided into three parts. During the first and second cycles of 10th grade, their first year, students take *Personal and Career Development 1 and 2*. This course prepares them for their first internship which they take during the third cycle. They take *PCD 3* during the fall cycle of the llth grade and a second internship during the winter cycle. The final career education course, *Decision Making*, is taken during the spring cycle. The students receive college as well as career counseling and are also prepared for their final internship, which takes place during the fall cycle of their senior year.

Personal and Career Development 1

Course Description

Personal and Career Development 1 is a career education course designed to help the students identify their interests, aptitudes, and values. Students get to know each other and to relate to each other as different entities. They learn how to explore their personalities and feelings, and particularly, their feelings about work. They are introduced to psychology through the study of human behavior.

The main topic of PCD 1 is, "Who Am I?" Each class worked as a special group where students interacted with each other and helped each other with the assignments. The group sat in a circle to allow them to communicate more directly with one another, always able to see each other's expressions. The activities in PCD 1 required the students to answer questions about themselves, which they shared with the class. They answered questions about:

1. Personality traits
2. Hobbies, interests
3. Likes, dislikes
4. Strengths & weaknesses
5. Feelings
6. Appropriate careers

All along the students main task was the discovery of themselves and of careers that would best suit their individual personalities. For example, when they worked on "hobbies and interests" they shared their answers with the group. The class then helped the students to decide what pattern these hobbies and interests formed (e.g., Is the student active or not? Does the student enjoy being with people or does he/she need to be alone?) Together, they helped each other decide what careers suited each student's personality the best. This reinforced the idea that there is a right choice for everyone when they think deeply about themselves, and that the choice is not necessarily the same choice as their peers'.

Another part of PCD 1 is an introduction to psychology. The first topic is *The Difference Between Human Beings and Animals.* To introduce this topic, I used *The Story of Don and Gua,* about an experiment done by a scientist who raised a baby and a chimpanzee together. The class read the story and evaluated the similarities and differences in the

development of both the child and the chimpanzee. The use of spoken language was the first major difference that came up in the experiment.

The importance of language in a social group was demonstrated through the use of a game where the students had to speak to each other in order to solve a problem. Because none of the students had all the information needed to solve the problem, they had to talk to one another and assemble the missing information. After the game, they were asked whether they had solved their problem or not, and why.

To deal with Maslow's hierarchy of human needs, the students read about different psychological experiments and were introduced to the concepts of wants and needs and how our behavior is affected by these wants and needs. Each experiment was about a different need. These concepts were clarified by having the students relate them to their own experiences (their own needs such as sleeping, eating, and drinking).

Strategies for Limited English Proficient Students

Students in the PCD class come from various cultures, with various customs and educational experiences. Their abilities to use and share personal experiences and views in class are influenced by their backgrounds. Some cultures forbid the student even to ask the question, "Who am I?" which is the first topic in PCD 1. For this reason, at first the students were required to speak not only about themselves, but also to introduce their countries to their classmates. Each student in PCD class shared information with others about the place he/she came from, and a lot of questions were asked by curious students eager to know more about their classmates' cultures. The project, "The Country I Come From," encouraged the students to express themselves in front of the class about a topic they knew best. I myself, learned a lot from this project, and I have been using what I discovered about the students' customs in my examples to illustrate certain concepts.

Once the first step was taken, the students learned how to describe different aspects of their personalities, first by using one word only, then by thinking more thoroughly about their interests and feelings. They analyzed different aspects of their lives and explored the kinds of activities that suited them the best, like whether they prefer to work indoors or outdoors, or whether they need to be creative. Sharing all this information about themselves allowed the students to sense and understand their differences better. The students have been encouraged to communicate their ideas as clearly as possible. Weaker

students sat with classmates who spoke the same language, thus obtaining support which allowed them to participate better in the class.

Listening was an important part of this activity. The students were not used to listening to each other nor to respecting each other's ideas. One of my concerns through the whole cycle was (and still is) to get the students to listen to each other in a helping way.

The part of the curriculum on human behavior was handled by using both students' experiences and experiments that have been done in the field of psychology. The students read about different psychological experiments, answered questions, and drew conclusions about these experiments. Most of the reading activities were done in class. The students were asked to explain the content of the reading assignments either by writing (group work) or orally (as a class) in order to show their understanding of the material. For example, they studied "needs" and "behavior," and within given situations, they had to elaborate on what constituted needs and what motivated behavior.

Evaluating Student Performance

Student performance was evaluated through class participation and homework assignments. Students were always encouraged to share their experiences and ideas with the class, and for those who had difficulties expressing themselves orally, the written assignments were an opportunity to express their feelings and ideas. A few tests were also given that showed the students' abilities to apply exercises done in the class.

Personal and Career Development 3

Course Description

Personal and Career Development 3 prepares students for their second internships. Students are guided to select internships which are more closely related to their career interests. In PCD 3 students further develop and refine the concepts they learned in PCD 1 and 2. They continue to explore who they are by examining the roles they play in various societal groups. These groups are: *the family, the peer group,* and the *world of work.*

Strategies for Limited English Proficient Students

The most successful practices I used were:

Collaborative Teaching:

A description of this collaboration is found in the section *Growing up in the 80's.*

Small-group Work

Small group work helped me to be more effective since it enabled me to circulate around the classroom and address individual needs. Several configurations were often in function at the same time. Students with very limited English were paired with more advanced students. Speakers of the same language were sometimes grouped together to aid comprehension of the more limited English proficient students. Sometimes advanced students were grouped together and the more limited students formed a second group. The paraprofessional or I would join one of the groups depending on the work that was being done.

Individualized Work

Use of Video Tapes

There are many videotapes, especially of every day material which appear on TV, which can be used to examine, compare, evaluate, and imitate.

Internship Placements

A site can be selected for how much it will reinforce/utilize the student's native language skills and cultural background and/or for how much it will force use of and reinforce acquired English language skills. This is in addition to the opportunities provided to do career exploration and confirmation, to utilize content and technical skills learned in school and to develop interpersonal skills.

Writing

Students are encouraged to do as much writing as possible during class time and outside of class. They keep logs of activities and experiences. For example, they prepare their own interview questions and write scripts to discuss and demonstrate appropriate and inappropriate behavior on an interview. They do structured role-playing by presenting their interview in class and get feedback from fellow students. They write about their interview and share it with the class. They record their work by entering it in the word processor. They edit their own and each other's work during the presentations and sometimes while they are working on the computer.

Evaluating Student Performance

Students were evaluated on their progress primarily by:

1. Completion of all required assignments. The majority of the assignments were related to job acquisition skills and use of English language skills through reading and writing.

2. Successful interview and acceptance for internship by the potential employer.

3. Successful completion of internship by passing the seminar and receiving a passing grade from the internship supervisor. This evaluation occurs a semester after PCD 3 is finished, but successful completion of an internship can be viewed as an indication that objectives of the course have been internalized by the student.

Materials

1. *Personal and Career Development 3* Curriculum Guide
2. Career information workbook
3. Activity sheets
4. Newspapers and periodicals (current relevant articles)
5. Video tapes
6. Filmstrips
7. Audio tapes
8. Computer word processing program
9. Student-developed materials (Interview scripts, skits, and projects)
10. Career Education related texts

Growing Up in the 80's: Problems, Prospects, and Responsibilities

Course Description

This course is a joint project of *The Integrated Learning Center* and the *Personal and Career Development* program, focusing on the changing roles of women in society and how these changes affect women, men and relationships. Each participant selects a topic to research and present in the form of his/her choice. These choices may be research papers, interviews, poetry collections, photographic essays, paintings or other graphic arts, skits, or other forms approved by the instructors.

By examining the different environments that the students experience, the key concepts of *role, discrimination, power, change,* and *conflict* are developed. As students look for examples of these concepts in the topics of *family, education, work, politics* and *religion,* they deal with the following main ideas:

Individuals have different roles in different situations.

There are many forms of discrimination.
Discrimination exists in all societies.

Groups attempt to control other groups.
Individuals attempt to control other individuals.

Change brings conflict: personal conflict, conflict between individuals and groups, conflict between one group and another.

Strategies for Limited English Proficient Students

Collaborative Teaching

There were two teachers of this course, one ESL teacher and one PCD teacher. We planned and executed all the lessons together, each offering the specialized knowledge of her respective field. In addition to serving as role models in collaboration, in learning, and in sharing, we served as role models in executing the assignments we required of the students, for we too, did term projects. We did our project planning in front of the class so the students could hear what we said

to each other and see how we arrived at decisions, how we listened to each other, how we made choices, how we changed our minds. We selected a topic to research (Teachers' Attitudes Toward Students Dating), planned an outline, and developed a questionnaire to administer to the staff. When we had gotten as far as we could, we invited the students to help us formulate questions, just as they asked us to help with the developing of questions on their projects. At the end of the project, we presented the findings to the class in an oral report.

Collaborative Learning

A unique and healthy feature of The International High School is its quality of sharing. Teachers and students all share their abilities, joys, and sorrows with each other. This aura extends to the learning environment of the classroom in the form of collaborative learning, which can take place in two's, in small groups, or with the whole class at one time. In this class, students worked in pairs or small groups to develop their term projects. Initially they had to select topics and develop research questions to investigate. The two teachers would circulate and provide some individual time for every group. This activity took several days of class time. When each group was ready with a "proposal" consisting of a topic, a question, a hypothesis, and a procedure, (and a questionnaire for those who had chosen the interview format), they presented their work to the entire class. The class would ask questions for clarification and make suggestions for improvement. At the end of the term, the groups had to report their findings to the class orally and submit a written report.

Meaning from Context

Abuse of the dictionary is a common affliction amongst second language learners. We were able to develop in the students the following understandings about dictionary use:

1. It is not necessary to know every word in a passage in order to comprehend the passage.

2. Stopping to look up words slows you down and makes you forget what you are reading.

3. The meaning of a word often depends on the context. A monolingual dictionary gives several meanings for one word. It is difficult to make the correct choice from the dictionary.

4. A bilingual dictionary can often be misleading because the words of one language do not exactly match the words of another.

5. It is often possible to guess or figure out the meaning of a word from its context.

These understandings were developed by induction. We read passages together in which nobody was allowed to look up words in the dictionary. Instead, the students were guided to read past the stumbling block, to refer to the next sentence, to refer back to what was read previously, and to make informed guesses as to meaning. We showed them how words are frequently defined in the texts themselves either directly or by examples.

Step-by-Step Guidance

Students who have substantial proficiency but not fluency in the language of instruction frequently appear to understand much more than they are actually processing. They are often reluctant to ask questions and sometimes they themselves are not aware of what they don't understand. Therefore, it is very important to break instructions down to a series of small tasks, providing numerous examples of each. We did that with the students' term reports, as mentioned in *Collaborative Learning Strategies*. We did not just assign a report which was supposed to appear in class in complete form several weeks later, but we provided in-class guidance. We worked out each process together before doing it individually. Each step began with a blank chalkboard and just ourselves as resources. The resultant discussion was recorded on the chalkboard in the form of notes, and then typed up and distributed by the teachers for review in the following days. In addition to providing guidelines and models, this served the functions of addressing all language skills (listening, speaking, reading, writing), and providing reading material in which the readers were already familiar with the content and vocabulary.

Instructions to the students follow:

Term Project

In this course everyone must complete a term project. You may do a project by yourself or you may do it with someone else in the class. You will do your project in steps so you will not be overwhelmed the last week of school with no project to hand in. Everybody in the class will help you with your project.

Step I - Problem Statement: Identify a problem you wish to investigate. The problem must have something to do with male or female roles. Write the topic and a question for which you wish to find an answer.

> Example: Topic: Jealousy, who is more jealous, girls or boys?

Step II - Hypothesis: What answer do you think you will find to your question?

> Example: I think I will find out that girls are more jealous than boys.

Step III - Form: Tell us what form your project will take. (Look at the list from your course outline, Sept. 9).

Step IV - Procedure: Explain how you will get the answer to your question.

> Examples: I will write a questionnaire. I will give the questionnaire to 10 girls and 10 boys from different countries and languages. I will interview the subjects with a tape recorder after they answer the questionnaires.

Step V - Reporting

> Examples: I will look at each question and see if the boys and girls answered differently or similarly. I will write a report to explain what I found out. I will explain the report in class.

Parts of the Report

1. Topic
2. Questions
3. Hypothesis
4. Report
    a. Procedure
    b. Findings
    c. Conclusions
5. Definitions
6. Bibliography

Term Project: Final Form

Now that you have presented your project in class, you must have a better idea of what you need to do, and you have the chance to make improvements. When you submit your project in final form, it must include the following:

1. Proposal: Be sure to include the hypothesis. This is something that is formed before you do the research. You cannot change the hypothesis after you have completed the work.

2. Description of what you did

3. Results

   A. For interviews:
      summary of answers for each question
      difference in responses of boys and girls

   B. For library research (includes any kind of reading)
      a 2-page summary of your reading showing all points of view (opinions)

4. Conclusions (the answers to your questions)

   A Your findings (the information you got)
   B. Your opinion

5. Bibliography

Author's last name, first initial. Year of publication. Title of book. City of publication. Publisher, page number.

Examples

Book: Pei, M. (1949). *The story of language.* New York: J.B. Lippincott Company, 338-342.

Article: Cummins, J. (1980). "The cross-lingual dimensions of language proficiency". *TESOL Quarterly*, 14, 175-187.

6. Appendix (if applicable): all the returned questionnaires

Evaluating Student Performance

Testing is not necessarily the best way to evaluate a student's progress in learning a language and its uses. At The International High School, students in the Integrated Learning Center are more often evaluated by projects they produce which integrate several language skills and functions with content mastery.

In this course, students were evaluated on the basis of classroom participation, contributions made to their groups, progress made in language skills, progress made in understanding of the content, and completion of assignments. They had the opportunity to demonstrate their progress in numerous ways, both orally and in writing. Every student presented his/her term project to the class orally, at the outset and after completion. Some students fulfilled all requirements except for the written report. Those students received a grade of *incomplete*. If students make up the agreed upon work by an agreed upon date, they receive a conventional grade. If they do not, they receive no credit for the course.

Materials

1. PCD 3 Curriculum Guide
2. Career information workbooks
3. Teacher-developed activity sheets
4. Newspapers and periodicals: current relevant articles
5. Video tapes
6. Computer word processing program
7. Student developed materials: interview scripts, skits, projects
8. Texts related to career education

American Literature 1

Course Description

American Literature l, centered around works of early American literature, builds upon the student's own experiences as an immigrant and focuses on what made early America, a nation of immigrants, unique. This course is organized chronologically, beginning with an exploration of what it means to be an immigrant, building to the specific experiences of the seventeenth century English immigrants who formed the New England colonies, and through student designed projects and varied media including the sights and sounds and literature of these colonists, to an understanding of their character and what their lives were like.

I designed American Literature l chronologically to be a companion course to *American Studies l.* During the cycle, both the American Studies teacher and I coordinated efforts to increase the carry-over from one course to another, hoping to enhance our students' insights into the early American colonial experience.

To introduce and motivate textual study, I included multi-media activities. Thus, before we read William Bradford's "On Plymouth Plantation," we watched a videotape of Plymouth Plantation, saw and discussed slides I took there, speculated about the language used then versus now through a game I invented for the purpose, and listened to early American music.

Perhaps the best way I can sum up what the course was about is to describe the term project. The project choices included doing research on early American literature, fine arts, applied arts, clothing, work/jobs, science, and arts and crafts. The final choice was to make up your own topic. Students worked in self-selected groups or alone. They enlisted the aid of almost every other faculty member to augment their own expertise. They lived our school's philosophy of collaborative learning and support.

One student wrote a movie script for a *Back to the Future* style opus which went on for over twenty single-spaced, computer printed pages and included all the information the author had gleaned about life in colonial times including what they did for privies and time pieces. In each class, the projects ran the gamut. I offered my completed needlework sampler as my project, continuing my reliance upon modeling as a member of the community of learners to instill confidence in my students. Others wrote of their museum trips and

what they had learned of the furniture or artwork of the colonies. Still others made colonial recipes and shared the fruits of their labors with their classmates.

The point is that students had been encouraged all term long to become involved in the coursework, to make it their own, to create it together with me. Their final projects mirrored their ability to speak in their own voices, to create something meaningful for themselves from their curiosity and strengths and talents. It was obvious from the quality of some of the finished products that many students had risked failure and a safe grade by attempting something more personally satisfying and excellent than an easy trip to an encyclopedia and a Xerox machine could have afforded them.

Strategies for Limited English Proficient Students

These strategies were many and varied. They centered around the use of collaborative learning groups, a writing process approach, and multi-media immersion in a topic. Specific activities included, but were not limited to:

1. Working in small groups which were organized across language and English ability levels to function as reading-discussion groups, teams, or writing groups

2. Introducing a topic audio-visually (with video tape, music, slides, photographs) before reading and discussing difficult passages on that topic

3. Playing team games to motivate conceptual learning of difficult literary texts

4. Making multiple levels of relevant texts available, some with audio tapes, and then having the groups report to the class on different aspects of the same topic so that everyone can contribute, regardless of English level

5. Producing individual and group term projects

The cornerstone of my educational philosophy for devising strategies for limited English proficient students is to build fluency, then clarity, then correctness in English. To this end, it is essential for students to have real audiences for their communications. Using peer writing and reading-discussion groups is one strategy for accomplishing this. Publishing their work is another, be it in a student-made videotape, on a classroom wall, or in a student magazine. At the core of this strategy is my use of dialogue journals.

These are personal journals in which students write on an ongoing basis about anything they wish. In this way I learn who my students are and keep track of what is going on in their lives. It is our privileged and private conversation on paper. It is a place where students can sound things out to an adult or request and receive advice, can ask questions they might be too embarrassed to ask face to face, can speak with me about what really matters to them, or can make comments about what has occurred in the classroom. Thus, the journal is essential to building a rapport between myself and my students.

Having real audiences is necessary in developing fluency, but crucial to having a real purpose in communicating requires the conviction that you have something worthwhile to say. To develop that confidence in my students, I always respond in their journals and have trained my students to respond to each other's drafts in writing groups, not to proofreading concerns but to the content without correcting mechanical errors, unless specifically requested to by the author. For me, this is the bedrock upon which all language learning can take place. If the idea is to increase fluency before you work on accuracy when teaching a new language, then the journal and the collaborative small writing group are the genesis of fluency in my classroom.

Our oral classwork is also built on this model: fluency precedes clarity and clarity precedes correctness. We respect each other's utterances and will give corrective support when the student is ready and able to hear it. Indeed, the use of writing/discussion groups and the entire writing process approach which I employ in American Literature 1 build upon this facility to communicate one's ideas without fear of error. For many limited English proficient students, it is difficult to arrest their drive for mechanical perfection. This premature editing may block the development of vital English language experimentation. They translate word for word using a dictionary; they grip bottles of White Out; they recopy a single sentence again and again; they will not speak; they are afraid to be wrong.

Using journals and a writing process approach (brainstorming, multiple drafts, working in small writing/revision groups, retaining ownership of their writing and their purposes in writing, responding to content issues in early drafts and proofreading issues in final drafts, publication of final products) over time weans students from that fear. They develop the ability to risk. Then they can play with language and become comfortable enough to experiment with it and learn to use it for their own purposes.

Students begin to develop clarity and accuracy because they are motivated to express something of importance to them in a safe environment. I give impromptu mini-lessons on text-specific mechanical aspects of English when a question arises in a small group or during a writing conference. But, without their personal investment in their communication, this work is without lasting carry-over and becomes a surface level exercise.

Serendipity is often the creator of the most effective activities in my class. So is necessity. Teaching an Early American Literature class which contains students whose English ability levels span the gamut, whose native language literacy skills range from deficient to advanced, whose reading scores form a perfect bell curve, is a challenge. Add the use of texts which are difficult for native English-speaking high school students and you have the challenge facing me when I devised learning activities for American Literature 1.

What follows is a potpourri of our most effective work. Most often, the activities which worked best, that we enjoyed the most, were collaborative ventures.

Our opening literary text was *What is an American?* by Jean Crevecoeur, provided in two versions: a linguistically controlled and abridged text, and the uncut original for those who wished to challenge themselves. After reading the text, we brainstormed lists of what makes an American. The next step was to write a personal letter to a real person in our lives about what an American is to me. I asked that these be of finished quality to reinforce our writing for real audiences. Some were mailed by choice. Others were shared with friends and family members at home. Students worked in revision/writing groups and produced final drafts after about a week of individual writing and group work. Some writing groups produced a group document, instead of individual pieces. These, and those which individuals wished to share, were read aloud to the class as one form of publication. They were also posted on the wall for students in the other classes to read.

Immediately after completing the "What is an American?" unit, I introduced another point of view of America: we listened to *Symphony from the New World* by Anton Dvorak. We all wrote about the pictures this immigrant's music created in our minds. I asked students to try to answer the question, "What picture of America does the music paint for me in my mind?"

Students viewed an excerpt from *The Story of English*, in which modern Americans were dressed for historically correct roles and spoke in historically correct accents while they were on duty at Plymouth

Plantation. This led to a discussion of how and why a language changes over time, providing the opportunity to help students acquire cross-cultural insights into language learning. The film created a living museum for the tourists, but also sparked the imaginations of my students. Why did they sound that way? Was that English? How come it is so different now? What about accents? These and more questions came from them and prompted me to design a lesson around these diachronic and synchronic linguistical questions. Students used their knowledge of their native languages to illustrate the same kinds of differences they were asking about in English. This way I hoped to show the interrelatedness of languages, not merely lexical items, but the processes they undergo to change.

An effective activity for heterogeneous groups is to have a range of reading material available for the same general topic, but over a wide range of difficulty and personal interest. At one point, students had a choice of approximately five different "texts" about the early colonial period from which to choose. They were given several days of class time in which to select, read, and complete the text. They could work in groups or alone. They could listen to audio tapes of several of the works while they read along in groups. After they had all completed their reading tasks, a written test was administered to everyone individually. Each text had a different test. On each test, there were factual questions about the specific chosen text, in addition to a request for personal reactions to the text. As a culminating activity, students were asked to work in groups to prepare a brief report to the class about the text they had read. In this way, each group could contribute to the knowledge of the class and would not feel stigmatized by having read an "easier" book, and much background information could be learned without having to listen to a teacher lecture.

Another example of effective collaborative learning was our approach to "To My Dear and Loving Husband," a poem by Anne Bradstreet. Each group in the class had to read the entire poem, but answered different questions about it, so that the next day's whole class discussion could call upon specifically focused experience and expertise. Another group in each class had to read background material on the poet to provide the historical context for the poem. This was a specific supplement to the time line provided each student, which linked historical to literary events from 1608 to 1830. The resulting discussions were more reminiscent of college seminars than of high school classrooms. When students share responsibility with the teacher for delivery of knowledge and interpretations to the class, this is the result.

Evaluating Student Performance

I look for a student's process and progress. I look for a student to take responsibility for his/her own learning in partnership with me. I am more concerned with the growth in self, understanding, and responsibility, than in a body of factual knowledge.

Materials

Printed materials:

American literature: a chronological approach. New York: McGraw-Hill.
Troll Associates: *Pocahontas, Colonial life in America, Jamestown, Sailing to America.*

Recordings:

Grofe, F. *Grand Canyon Suite*
Dvorak, A. *Symphony from the New World*

Personal Memorabilia:

slides, photographs, posters, booklets, books and post cards

Dover Books

books of cut-out dolls with clothing of the period
an early American seaport to build out of heavy paper
an early American village to construct.

Hardware:

slide projector
VCR and monitor
phonograph
Tandy 1000 computers

World Literature 1

Course Description

World Literature 1 is an introduction to literature and composition. Students are introduced to poetry, the short story, and biography, and relate these forms of writing to their lives in the form of journal writing, reading logs, memory writing and autobiographical sketches. In order to improve writing, students read and share work with each other. They help each other proofread for ideas and organization, as well as standard English.

I taught short poems first, because they provided an introduction to literature, as well as motivation for discussion and writing. In this way, they were a kind of diagnostic tool of the English proficiency of the students, who varied in ability from recent arrivals with no knowledge of English, to children who had been here three or four years.

I also introduced journal writing through the aid of poetry. These journals, which were collected daily for the first month, and twice a week after that, gave me insight into the students, and permitted students to write in a non-judgmental setting. All writing was responded to, but not given a mark or corrected, although I gave credit for having done the work. Students who knew no English were asked to write one sentence about themselves.

The class did autobiographical writing in the form of a memory composition, which students worked on in groups and rewrote several times, resulting in an illustrated class publication that was also used as a text for reading, along with selections from *The Diary of a Young Girl.*

We read short stories, and the knowledge was reinforced through a book report. This allowed students to work at their own levels. Students maintained reading logs for a month. They talked about what they read and were encouraged to relate the stories to their lives. This ended with a more formal book report.

Since I knew I would have the students more than one cycle, I had the luxury of taking time to teach process that not only would help the students at their level of English usage now, but that they would use with greater degrees of sophistication as they learned more English. Therefore, time was spent in learning who the students were, in introducing writing in journals, and in teaching students to work in groups to help each other edit and rewrite their work.

Strategies for Limited English Proficient Students

Sharing

As an experienced teacher new to the teaching of limited English proficient students, I have seen how easily the roles of teacher and student are reversed, for we both have something to trade: the teacher's knowledge of English and her subject matter, and the student's specialized and intimate knowledge of his/her own language and culture. Each depends on the other to share knowledge and experience, so that each continues to learn. The teacher also depends heavily on the students to help each other, particularly in translation. Therefore, a most interesting exchange takes place. In many teaching situations, the teacher is considered the *expert* on a common culture. This is not true in a class of students from all over the world.

Since we are partners and equals as possessors of information, much control is turned over to the the class, and this has been the most effective strategy used in my classes. Much as it might seem impossible, since there is such a disparity of English skills and diversity of languages, it is, for me, the most effective strategy to use. I set up tasks, which the class discusses, and the class goes into groups to accomplish this task. Then groups pool their knowledge. Content is made accessible because students work on figuring out the meaning and implications of content together. Students who speak little English are grouped with one like-language person as well as with others who do not speak his/her language. This same-language person is the link, but the fact that this is only a partial link, motivates the student with little English to learn English in order to participate in the group process and communicate on his/her own with the other students.

Linguistic Comparisons

One of the things that makes a class of limited English proficient students exciting and interesting is that the people in the class bring perspectives that will be new to the students from another culture and that enrich learning. This shows the class there is more than one *right* way to do almost anything. For example, when we were writing about memories and had to use the past tense, it was obviously a problem for almost everyone. Before working on rules for the past in English, we discussed putting words in the past in the languages of the class. This comparison of how languages deal with the same problems is helpful for making the teacher aware of how the students see language and in making the students conscious of the adjustment to be made when writing English.

Group Work

The group was important as an audience for student writing. The major works of writing we did, the memory composition and the book report, were all read and discussed, rewritten, and reread at least twice by several people. This enhances many skills, and improves critical reading and thinking. Since students are reading each other's work and are expected to comment on the ideas, they must understand or ask questions if they don't. This method also improves writing, because the writer knows that in addition to the teacher, his peers will be commenting on his work

Students worked in groups of three. After writing a first draft, each student was given a worksheet to attach to the composition. The other students in the group were responsible for reading the composition and discussing it with the author in a way that would help him/her to revise. The following guide questions were on the worksheet and had to be answered by the group members:

1. What is the main point or feeling of this memory?
2. Which part of the piece seems most interesting? Why?
3. Should any details be left out? Which ones? Why?
4. Is any part unclear? If so, what? How could I make it clearer?

After discussing a work, each writer had to look at the suggestions for revision and use the ones he/she liked to incorporate into the revision. Once the students revised, they met in groups again. This time the focus was on mechanical and grammatical errors. Students discussed what corrections should be made and then the final draft was written. All drafts and worksheets were handed in.

Memory Chains

The students use memory chains to generate a piece of writing about a memory. The teacher models the procedure first at the board.

Look around the room at different things until you see something that reminds you of something or someone from your past. Write the object down. Then write the memory which came to you. Now, what other memory does this person, place, or event remind you of? Continue writing your memories for 15 minutes. Let the one you write down remind you of another. Do this quickly. It can be a list. Don't write a lot about one memory. When you finish you will have many memories. They may not seem connected.

Ask student volunteers to read their memory chains to the class. Then ask the following questions:

Do these memories have any feelings in common?
How did you feel when writing this?
Was this difficult to do?

Instruct the students to choose one memory from their chains and underline it. Write it at the top of a new page. Then write quickly all the details you can remember. Include how things looked, tasted, smelled, or sounded. Don't worry about mistakes. Write for about 15 minutes.

Journal Writing

I used these lessons for journal writing:

1. Introduction to Journal Writing:

Read the following poem and write in your notebook what it means to you. In a few minutes I will ask volunteers to read what they have written.

Will I Remember? by Richard Margolis

Will I remember
how I looked
and what I did
when I was young
(when I am old)?
Will I remember
what I wondered?
When I am old
who will I be?
Still me?

We will write in our journals for a few minutes every day at the beginning of class. You may write whatever you like, or you may write on a topic I suggest. Use the journal to think about what is happening in school or outside of school. You may write about how you are feeling, or what is confusing you, or to tell me something. Anything you write will be private and secret. I am the only one who will read it. If you write something you do not want me to read, write *Do not read* at the top of the page, and I will not read it.

I will not correct your English in the journal. I will make comments. I will respond to what you write. I will collect the journals regularly. I will not show them to anyone or talk about them with anyone. This is a promise.

I will write in a journal, too. A volunteer can read my journal and comment on it privately for me. When you want to, you may share something you write, but you do not have to.

Now let's write.....

2. Closing of Journal

All term we have been writing in journals. People have used their journals for many different reasons. Some wrote about problems. Some wrote about what they do every day. Some people wrote about families. Others wrote about hobbies or sports. Sometimes someone wrote about friends, or boyfriends or girlfriends. Everyone had a day with nothing to say and some people asked, *Why am I doing this?*

Since the cycle is ending, this is a good time to look back and see what you have written. We will use today's class to reread. While you are reading, if you see a subject you would like to write more about, write it down. Tomorrow we will use the time to choose one of the subjects and write a first draft of a composition. This will be a composition that others will read. You may choose whatever you like. Here are some suggestions:

1. what I learned about myself
2. a favorite hobby or sport
3. a friend, boyfriend, or girlfriend
4. a problem I had or am solving
5. how I feel about writing a journal
6. how I feel about school

The processes for the memory composition and the reading log, as well as the introduction of journal writing in the class were adapted from material distributed at a *New York City Writing Project* class. When I originally took the class, I had imagined using the material only with native speakers of English, but they work as well with students of limited English proficiency.

Reading Logs

I gave the following instructions to the students on keeping a reading log:

> Your book reports will include a *reading log*. A reading log is your personal, private journal about the book you are reading. It can include or contain your feelings about the book, your opinions of it, things you like or dislike about it. It can include

questions about the book. You can ask about the characters, or people, in the book. You can ask about the words or style (the way it is written). You can write about the ideas the book gives you, or anything in your life it makes you think about.

The log should contain your feelings, reactions, and ideas about the stories. Write honestly. If you are confused, or don't understand why something happened, write it down.

Here are some ideas to get you started. You do not have to use them.

I wonder why...	I know the feeling...
I can tell that...	I love the way...
I can't really understand why...	I can't believe...
I can't wait until...	I noticed...
I thought...	I was surprised when
Something that confused me was...	If I had been...

You will write at least 2 reading log entries each week. These will be collected for four Fridays. The logs should be at least 50 words in length. That means you will hand in at least 100 words per week about the book.

The book report will end with a final composition. You will use your logs to help you get ideas for the report. This will be written and rewritten. We will proofread in groups. We will begin writing on____.

Evaluating Student Performance

I evaluated student performance basically through the students' writing: the book report, the memory composition, and the reaction to what was read. I kept all drafts of the report and composition and evaluated them to see the work that was put into each task. I evaluated students on a combination of improvement and level of ability. Homework and reading logs were important in the evaluation. Although I did not mark journals, I responded to them daily the first month, and twice a week thereafter. I gave credit for writing every day. I also gave some vocabulary tests of varying difficulty. I gave synonyms and allowed students to choose the test they wished to take.

Materials

1. Student work: memory compositions and book reports
2. Thayer, E.L. "Casey at the Bat." (This was an outgrowth of the Mets playing in the World Series.)
3. Frank, A. (1972). *The diary of a young girl.* New York: Washinton Square Press.
4. McGraw Hill Book Co. (1985). *Insights.* Author.
5. Tape recorders
6. Computers

Yearbook

Course Description

Overview: *Yearbook* is a class for self-motivated and highly responsible students who enjoy a challenge as well as writing, taking photographs, and doing artwork. Students learn how to write copy and do layout. They are also responsible for developing a yearbook theme, setting and meeting deadlines, and obtaining all materials necessary from other students, teachers, and all other required sources. As soon as they have learned the technical fundamentals of yearbook, students work alone and in groups to complete assignments designed with the teacher. The class project each year is the publication of a school yearbook. The quality and content of the yearbook depend upon the commitment of the students and teacher together.

As of now, we have no senior class. Our yearbook has been a book of all the students and staff in our school. It has been an International High School journal, a record of our year together. It is my hope that this philosophy will continue, perhaps with more emphasis on the Senior class than the others.

At the beginning of the new year, the teacher trains members to do layout, to handle and crop photographs correctly, to use all of the tools of the trade (such as cropping devices, a pica ruler, photograph and copy labeling codes and stickers), and to complete draft and final layout forms. The majority of this instruction is hands-on activity in small groups.

The pedagogical rule of thumb is a reliance upon collaborative learning. Students' talents and strengths are utilized to the utmost. Wherever possible, students are assigned to teach each other necessary skills once they have reached a level of proficiency as assessed by the teacher. And, wherever appropriate, students teach the teacher useful skills for the completion of the book. In the past, this has included shortcuts in developing computerized copy programs and new ways of structuring the workload or organizing the paperwork. All important decisions, such as the selection of a theme, fundamental layout design concepts, inclusion of special features, pagination, cover material and colors, end-sheet and cover design are all arrived at through group discussion, consensus in partnership.

A publisher's representative makes visits to the class to acquaint the students with models of yearbooks and to teach them the technical and physical parameters necessary to make informed decisions. This includes an understanding of financial constraints on design elements.

The representative is available for on-going support and training throughout the year, depending upon the class's needs.

Strategies for Limited English Proficient Students

It is essential for completion of the yearbook that students train and work with each other after receiving initial teacher input. I work with individuals and with specific task groups to facilitate their jobs and to teach them hands-on tricks and short cuts. I rely heavily on collaborative learning strategies. In addition, I also rely on writing process philosophy and techniques. Most of the training is accomplished by hands-on activities. This makes the specialized vocabulary of publishing reality-based. You learn to do layout by doing layout, just as you learn to write by writing. There is no penalty for "wasting" drafting sheets or even final layout sheets; indeed, every mistake is an opportunity to be embraced for learning. Students correct and advise each other throughout every step of the yearlong process of publication. They are working for a very real audience and are engaged in real communication acts. Their discussions and all activities take place across language and English ability level lines, facilitating the adoption of English as the *lingua franca* of the class.

Students obtain valuable practice in revising and proofreading copy submitted by other students and faculty members. They read and interpret directions with important consequences. They speak and listen to each other in order to accomplish real tasks which they have created and planned. While they are engaged in the daily routines of reading, writing, speaking, and listening to accomplish their self-generated group and individual tasks, they gain facility in all language skills.

There were six students in the first cycle of the yearbook class. I used the beginning of that cycle to train the students in the production elements of the book. A month into the term, we decided to publish a magazine for which we interviewed all new faculty members so that we could get hands-on practice in every level of magazine production from planning to printing. To this end, we reviewed interviewing techniques and expanded on them for our specific purposes. I should point out that students have been conducting interviews at International since they first came to the school. The skill is reinforced in several classes: ILC, English, and Career Education.

Then they chose the faculty members they wanted to interview and set off to make appointments and conduct interviews. I supplied tape recorders when requested. We used class time for interviews, when necessary. I worked with students on their drafts when requested, but most often the revision process involved two heads

together in front of one computer screen or huddled around one running tape recorder while I looked on from a distance as a potential third pair of eyes or ears.

They decided they wanted an introduction and formed a committee to write and revise it. That involved six heads stacked piggyback in front of one Tandy 1000 while I worked on other jobs. Then they decided they wanted to include photographs, so we photographed the interviewees with the interviewers. At least I could contribute my photographic expertise; I was beginning to feel superfluous, a teacher's dream. Students even took care of checking their revised drafts with their interview subjects before submitting them for final proofing and publication.

When the magazine was returned by the college print shop, *Yearbook* staff members proudly handed copies to International staff members and students. They organized and accomplished the distribution to the entire student body. They were ready for the next step, yearbook production.

Evaluating Student Performance

I look for a student's process and progress. I look for a student to take responsibility for his/her own learning in partnership with me. I am more concerned with the growth in self, understanding, and responsibility, than in a body of factual knowledge.

I evaluated students by:

1. participation in all learning and production activities
2. self-motivation and self-direction
3. proven expertise in layout and all steps of production
4. willingness to take responsibility for what needed doing
5. evidence of extra effort
6. growth in English language skills
7. growth in affective behavior patterns
8. willingness to talk to and work with members of other language communities
9. willingness to try new activities
10. willingness to help and instruct others
11. a growing facility to accomplish a group task amicably
12. the ability to take on an individual job and carry it out
13. ability to work independently

Materials

1. Class produced manuals:
   - *Layout and Design*
   - *Guidelines for Layout*
   - *The Book Plan*

2. Publisher provided:
   - Drafting paper pads
   - Final layout forms
   - Pica rulers
   - Cropping devices
   - Magazine layout samples
   - Yearbook samples

3. Audio-visual equipment:
   - Computers
   - Software
   - 35mm camera
   - Film
   - Tape recorders

American Studies 1

Course Description

American Studies 1 is the first of a three part required course of study in American history and civics. The course traces the history of the United States from colonial times to the post independence period. At The International High School, American Studies is divided into 3 cycles of 10 weeks each. Among the topics covered during the first cycle are:

1. The geography of the North American Continent in relation to Europe and the lands represented by the students in my classes.
2. The natural bounty of this vast continent.
3. The reasons for the exploration and settlement of America.
4. How the English settlements grew into 13 colonies.
5. Why Europeans came to the 13 colonies.
6. How democratic ideals continued to develop in the 13 colonies.
7. Why the colonists were loyal to England before 1763.
8. Why the spirit of independence grew after 1763.
9. How the Americans won the Revolutionary War.
10. What problems the new country faced during the *Critical Period* after independence.

There is nothing unusual in this list of topics; it is the instructional approach I employ that can make a difference for our limited English proficient students.

Strategies for Limited English Proficient Students

To be a teacher of limited English proficient students is not an easy job at all. One is called to play many roles: that of artist, mime, juggler, actor, singer, philosopher, and last but not least, savant. Not too much to ask. In order to better deliver my lessons on American history, I have always done extensive research on the nations represented by my students. I was very careful not to lump all Asian students into one group or all Hispanic students into another and all European and Middle Eastern students into yet a third. Students like you to know that they are from Ecuador and not Colombia or Hungary and not Romania. I make sure that I find out at least some of the events that are occurring in their native lands. They are thrilled when

I show them that I know that their country had a new election or that such and such happened there. Many a time I have found myself to be the informant on some event occurring in a student's country, and when I cut out the article about the event and give it to the student he or she simply loves it and appreciates the gesture very much. All this facilitates my task, which is to teach them American history.

By knowing something of the history and the governments of the countries from which my students come, I can better make connections to illustrate the American experience. Differences among cultures are always pointed out, explained, and discussed, but are not overstressed or exaggerated. My most successful lessons have dealt with the similarities of circumstances in historical development rather than their differences. I know I have succeeded when students point out something they have read, seen, or heard, in their daily lives, that relates back to a word, a term, or a concept they learned in American Studies. This is always a most gratifying moment for me.

All of our students are immigrants, and therefore all of them have a story to tell about their reasons for coming to this land. I try to relate their individual experiences to those of earlier settlers and immigrants. One way to do this is to compare the conditions in the students' native lands with those they found here. I always encourage my students to verbalize their feelings or even act them out in pantomime if necessary. At other times, I ask them to work collaboratively on a solution or answer to a set of questions, as you will see in a later example. I am always mindful that I am teaching not only American History, but that I am also teaching English. For this reason, I am constantly alert to materials that can make my task easier and more effective.

I use a variety of methods or strategies to introduce and maintain interest in a topic: large illustrations, teacher made transparencies and other realia, magnetized flash cards or pictures, the "Week in Review" (Sunday *New York Times)*, cartoons from newspapers and other sources. I always strive to make the topic relevant to the lives of my students. For example, we spent a considerable amount of time examining why 16th century Europeans were willing to undertake a dangerous journey to the New World. I compared these reasons with those of my students, who are, of course, the new Pilgrims or refugees. To ensure that the students internalize the concepts learned, I try to reinforce them with comprehension exercises, compositions, and recitations on a periodic basis. My goal is to make all that we have learned second nature for the students.

On the following pages you will find a selection of the most effective instructional unit plans and lessons that I have used in American Studies during the first cycle.

Utilizing the cultural and linguistic heritage to enhance content area study

Lesson Aim: Why do people want to come to America?

Procedure:

List the following terms and concepts:

liberty/freedom
religion
escape
persecution
opportunity
better education

Ask those students, particularly those from latin areas such as Latin America, Italy, Haiti, or Romania, to look at the above list and try to recognize the cognates, and put them down in their own languages. Then ask individual students from different language groups to write them on the chalkboard and have them see the similarities and differences.

Ask students from non-Latin cultures to look the words up in their native language dictionaries and write them on the chalkboard. When they have done so, we can try to understand the true meaning of these words in their native languages. There are some really interesting explanations eg:

Liberty in Chinese is written 自由 and pronounced *zi-you*.

The first character stands for *self* and the second character for *reason*.

Opportunity is written 機會 and pronounced *ji-hui*, meaning *timely chance.*

This lesson would not only reveal the similarities between the English language and other Latin or Romance based languages, but also expose to our students to the not so mysterious workings of other languages.

Infusing ESL methodology across the curriculum

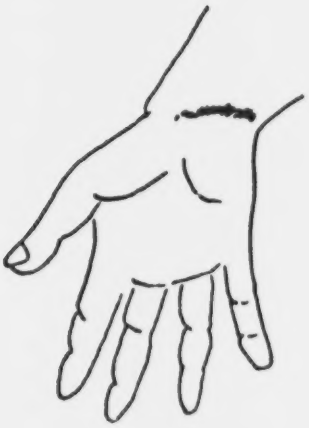
The following lesson was done as a reinforcement of previous lessons.

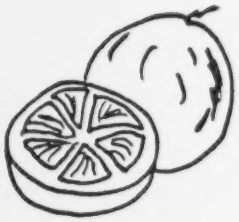
Lesson Aim: To develop the ability to classify important figures and events of the American Revolution.

Equipment needed: Overhead projector

Procedure:

Review previous lessons, then ask the students to examine a transparency of the figures on the following page.





Review the items with the students. Ask them to sound out the names and write them down. Make corrections as necessary. Then ask the students to classify the items into groups such as *parts of the body, fruits, sports,* etc. When they have completed the assignment successfully, present them with the following exercise:

Classification Exercise:

Using the previous classification exercise as a model, please study the historical terms below and classify them by writing them down under the proper categories to the right.

1. Lexington
2. Pulaski
3. Townshend
4. Burgoyne
5. Trenton-Princeton Netherlands
6. Proclamation of 1763
7. Cornwallis
8. Spain
9. Saratoga
10. Stamp
11. Howe
12. Bunker Hill
13. Clark
14. France
15. Lafayette
16. Long Island
17. Trade & Navigation
18. Washington
19. Yorktown
20. Von Steuben
21. Intolerable

A. BRITISH COMMANDERS

B. AMERICAN COMMANDERS

C. BATTLES OF THE AMERICAN REVOLUTION

D. ENGLISH LAWS THAT ANGERED THE COLONISTS.

E. AMERICAN ALLIES

F. FOREIGN COMMANDERS WHO HELPED THE AMERICANS.

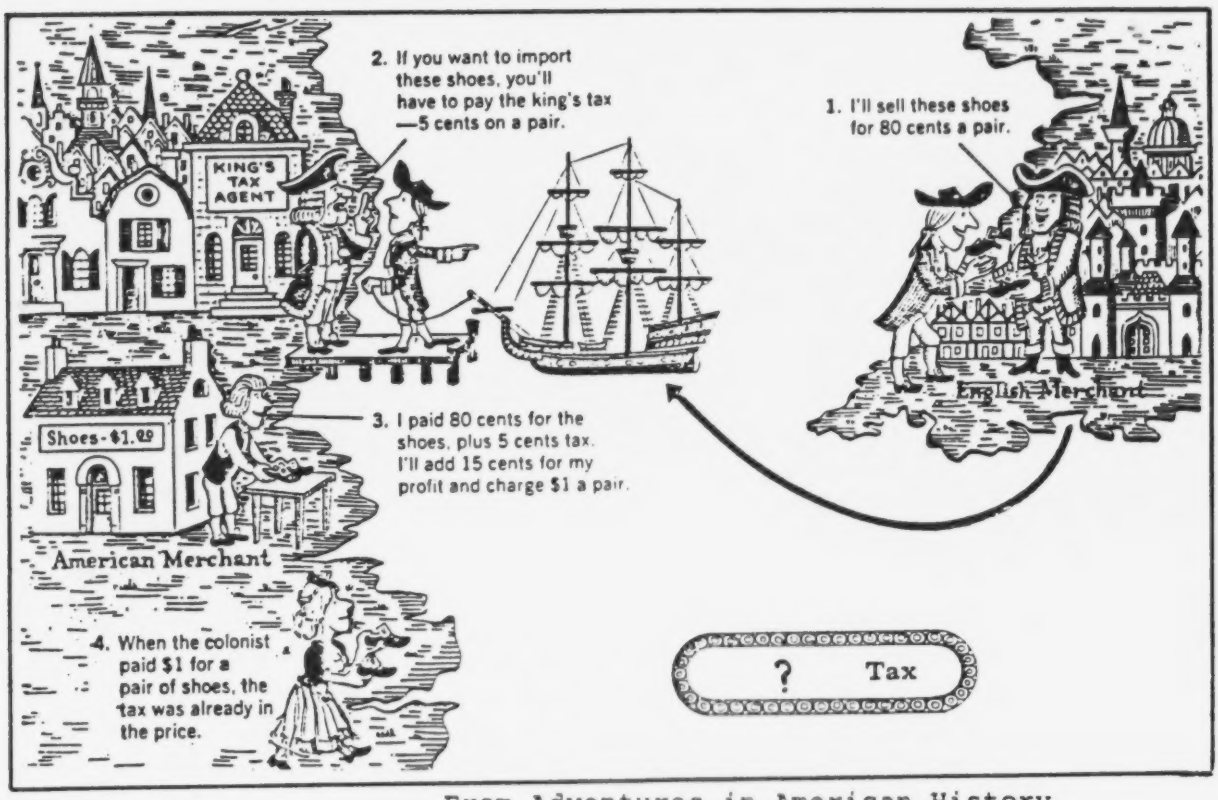
Infusing ESL Methodology Across the Curriculum

Lesson aim: To understand the effects of a hidden tax compared to the effects of a direct tax

Procedure:

Discuss with the students the meaning of something that is hidden. I start with a sample sentence such as, *"The money is hidden under the bed."* I then ask students to volunteer other sentences modeling my sentence. Following the above, I explain what is meant by the word *direct or directly.* I give a sample sentence such as, *"The teacher spoke to the student directly."* What does this mean?

Once the students have fully understood the two concepts, I ask them to study the following cartoon from *Adventures in American History* by Glanzrock:


2. If you want to import these shoes, you'll have to pay the king's tax —5 cents on a pair.
1. I'll sell these shoes for 80 cents a pair.
KING'S TAX AGENT
English Merchant
Shoes - $1.99
3. I paid 80 cents for the shoes, plus 5 cents tax. I'll add 15 cents for my profit and charge $1 a pair.
American Merchant
4. When the colonist paid $1 for a pair of shoes, the tax was already in the price.
? Tax

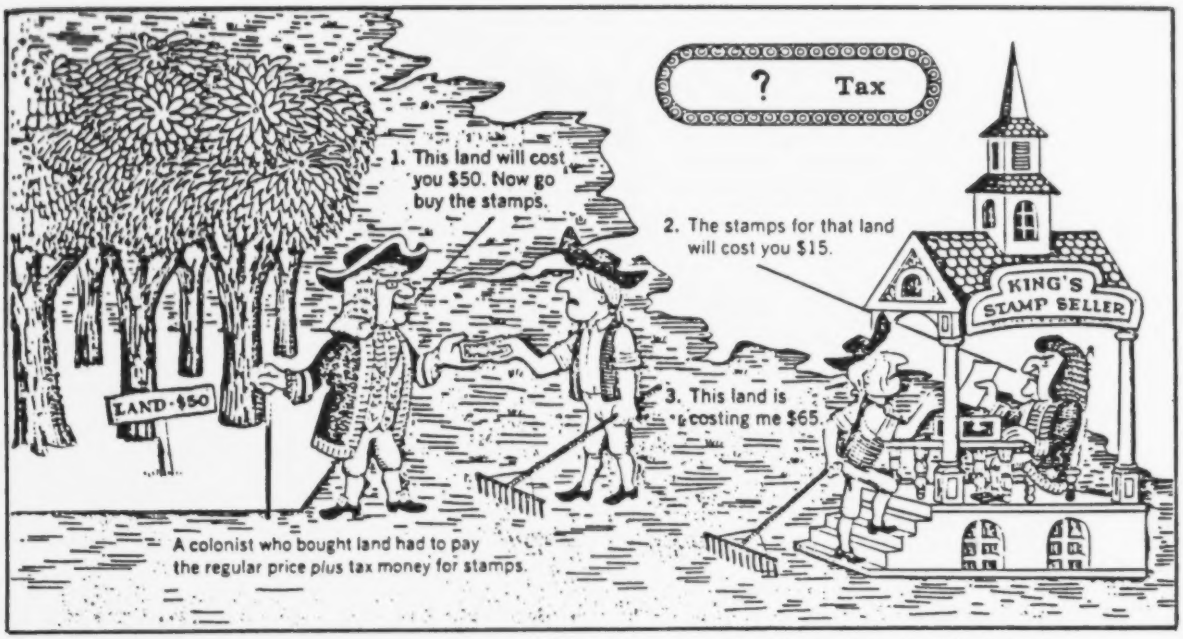
From Adventures in American History
by N. and J. Glanzrock

After about five minutes, I ask the students to volunteer the names of the items in the cartoon, such as:

1. English merchants or businessmen
2. American merchants
3. Tax agents
4. Boats
5. England
6. American colonies
7. The space in between: The Atlantic Ocean, etc.

Following this step, I ask the students to study the cartoon once again and explain in their own words what is happening. I also ask them to figure the calculations of the final cost of a pair of shoes to an American consumer. As a final exercise, I may substitute *shoes* with other items such as *furniture* or *tools*, and assign them different prices, and then ask the students to figure out the final cost. A competitive game can be started on who can figure the final cost first. As an assignment I would present the students with yet another cartoon. The students are to study the second cartoon in the same way they did the first one presented in class, i.e.:

1. List the various parts of the cartoon.
2. Try to understand and describe what is happening in the cartoon.
3. What is the final cost of the land to the farmer?


? Tax
1. This land will cost you $50. Now go buy the stamps.
2. The stamps for that land will cost you $15.
3. This land is costing me $65.
KING'S STAMP SELLER
LAND-$50
A colonist who bought land had to pay the regular price *plus* tax money for stamps.

From Adventures in American History
by N. and J. Glanzrock

Finally the students have to answer two key questions:

Which cartoon demonstrates a hidden tax and which a direct tax?
Which tax would bother you the most and why?

The answers to these two questions provide me with the topic for an upcoming lesson concerning the English trade taxes and the American colonists' reaction to them.

Collaborative Learning Strategies

As I mentioned previously, I try to provide opportunities for students to express their feelings and to relate the content to personal experiences. We begin to learn words and concepts that can express dissatisfaction, e.g.: *bias, prejudice, lack of freedom, poverty, lack of opportunities, religious persecution, political persecution, etc.*

The following sample lesson is taught over three days.

Aim of lesson not totally revealed to the students: To appreciate the hardships faced by the first settlers on their voyage to America.

Lesson teaser or motivation: How was your first trip to America?

1. Divide the class into groups of four or five students. Make sure that students with various degrees of English ability are represented in all groups.

2. Introduce working terms: *comfortable, safe, on schedule, pleasant, boat, airline, flight, trip, voyage.*

3. Have each group discuss what makes a voyage comfortable or pleasant, and have them list a number of items that help illustrate their point.

4. Each group should choose a representative to go to the chalkboard and write at least 2 things that can make a trip comfortable or pleasant.

5. When all groups have listed their items on the chalkboard, ask for volunteers to help summarize what makes a voyage or trip comfortable.

6 Erase everything on the chalkboard and then ask each student to write a simple paragraph on what makes a trip comfortable.

7. Compare the student's answers with a description of a translatlantic crossing in the 1600's.

" It took five or six weeks for a ship to cross the Atlantic in the seventeenth century--even longer if the weather or winds were unfavorable. The ship was crowded with people, foodstuffs and cargo. The living quarter below deck soon became filthy and the food generally spoiled or ran short."

" There is aboard these ships terrible misery, stench, fumes, many kinds of seasickness, fever, dysentery, headache, boils, scurvy, cancer, mouth rot... we were compelled to eat the ship's biscuit which had spoiled long ago..."

From *Exploring our Nation's History*
by Schwartz & O'Connor

Homework:

1. What happens if you drink bad water?
2. What happens if you do not get vitamin C?
3. What happens to your body if you eat rotten food?
4. Consult your science teacher for help with these questions.

Evaluating Student Performance

Students are evaluated by:

Notebook notes: Students are expected to keep their notes neatly in their notebooks. Notes should be kept in chronological order and should be complete. Students are responsible to keep their notes up to date. There is a note check before every major quiz or test.

Homework: Assignments must be kept in the notebook in the order assigned and must be up to date.

Quizzes: Quizzes are always based on a recent topic or assignment just completed. They are used not only as a teacher's measure of student learning but also as a student's tool for self evaluation.

Recitations: Students must be able to recite the introductory passages to the Declaration of Independence, the Preamble to the U.S. Constitution and the rights of all citizens under the First Amendment. Recitations are assigned only after careful analysis is made of the passages. Concepts, ideas, vocabulary, and pronunciation are carefully studied before each student is called on to recite. Recitation offers a

clear and objective evaluation of whether or not each student has made a genuine effort to learn the material at hand.

Cloze tests: Students also have to pass a number of Cloze tests to show that they have an understanding of the relationship between words and the contents of a particular historical passage. (Cloze tests are also administered because they offer an effective way of preparing our students for taking standardized exams).

Dictations: Students must demonstrate an ability to associate the spoken word with the written word.

Oral Participation: Students are also evaluated on their willingness to express their feelings and their understanding of the material presented in class.

Ability to correlate historical events with current events: Students have to be able to relate vocabulary and concepts learned in class with current events. They are to follow the activities going on in our federal and state governments and be able to discuss them in class. For example, if the President vetoes a bill the students are expected to be able to explain why and how the bill got to the President's desk.

Ability to research for information: Students must complete at least one research project this cycle. They are to find the sources by consulting the college librarian or by visiting their neighborhood libraries. Their papers must be succinct and in their own styles. Paraphrases are acceptable but outright plagiarism will not be tolerated. Glossaries and sources must be included in the project. Students are also expected to answer at least 2 questions about their projects as a check that they have understood what they wrote.

General courtesy and mutual respect: Every student is required to show respect to each other and to the teacher. Respect and courtesy is expressed by arriving to class on time and not interrupting a class in session, answering questions when asked, not interruptting a classmate when he or she is answering, cooperating with classmates and the teacher to provide a pleasant learning environment.

Care for school property: All students are expected to care for their learning environment, which includes the physical condition of the classroom, the desks, chalkboard and walls, but above all, they must treat their textbooks with greatest responsibility. They are to be covered all term and not be written on. Each student must show that they care for the future students of The International High School.

Materials

Besides the chalkboard, my favorite audio visual instrument is the overhead projector. Many lessons are taught by making a transparency of a particular item and then projecting it for discussion in class. I often color transparencies with special markers to make them more appealing as well as more motivating.

I seldom use the videotape recorder, but on occasion I show selected scenes from motion pictures that can complement a lesson. In American Studies 1, I have shown only one film, *1776*, a musical about the writing of the *Declaration of Independence*. The film helped me illustrate the need for compromise in any situation where a conflict must be resolved.

Course Texts

The following materials have been selected for their clarity of language, their illustrations, their enrichment exercises, their glossaries, and their ease of usage for both teacher and students:

Schwartz and O'Connor. (1984). *Exploring our nation's history.* NY, NY: Globe Books. (Class Text)

Glanzrock, N. & J. (1984). *Adventures in American history.* Morristown, NJ: Silver Burdett Company.

Uva, K. and S. (1986). *The development of a nation.* NY: Globe Book Co.

Baker, P. and Hall (1977). W. *The growth of a nation.* NY. part of a series entitled *The American experience*: Oxford Book Company.

Abramowitz, L.and J. (1981). *The United States, people and leaders.* Cleveland, Ohio: Modern Curriculum Press.

Reference Materials

Todd, L. and Curti, M. (1977) *Rise of the American nation.* NYC: Harcourt, Brace and Jovanovich.

Unger, I. (1978). *These United States, the questions of our past.* Boston: Little Brown and Company.

Frazier, T. (1985). *Voices of America, readings in American history.* Boston: Houghton Mifflin Company.

Starr, I. (1978) *The idea of liberty, first amendment freedoms*. St. Paul, Minn: West Publishing Company.

Abraham, H. and Pfeffer, I. (1984). *Enjoying American history*. NY: Amsco School Publications.

Global Studies 1

Course Description

Global Studies 1 is concerned mainly with the Industrial Revolution, focusing on England during the 19th century. Beginning with pre-industrialization, the students study changes and inventions that occurred in manufacturing and agriculture. They analyze the reasons why England was the first country to industrialize. The course ends with a comparison of the living and working conditions during the Industrial Revolution as well as an evaluation of the benefits and problems.

All of the above is presented within the context of experiential learning. Students in Global Studies participate in activities specially designed to enhance their grasp of the concepts, skills, and content simultaneously. Together with this, the course also develops their language proficiency by creating situations where the students have to communicate by writing, speaking, and listening.

Strategies for Limited English Proficient Students

In our classroom we have a multicultural and multilinguistic group of students with different levels of English proficiency. I find myself introducing the concepts experientially and then applying them to the content. Very frequently I will also approach the major intellectual skill to be used before presenting either of the above. This is achieved by having the students work in a variety of ways such as small group activities, whole class lectures, and individual work (which invariably ends with students pairing up). I also use an assortment of activities to complement the instructional aims: role-playing, direct experiences, play writing and acting, semantic mapping, artwork, etc.

Time Lines

I decided to use time lines and comparisons to develop the concept of a different era and to bring us back to the 19th century. We all did our own time lines and compared the work to discover similarities and differences, and to develop the idea that growing up is pretty similar all over the world.

A *time line* is a graph that helps us to see the order in which events took place and to understand how they are related

in time. A time line is useful in studying the history of the world, of a country, and even of our own lives.

Today we will construct our own time lines. Before we start, think back to the very beginning of your life and then move slowly forward. Try to remember the most important things that have happened to you.

Questions that can help you get started:

1. What year were you born?
2. When did you first start talking, walking?
3. When were your brothers and sisters born?
4. When did you move to the United States?

TIME LINE

event
/---------/---------/----------/----------/---------/--------
year

Experiential Learning

By using what I call a *direct experience,* the students developed awareness of the modern environment surrounding them. By candlelight we read a selection about pre-industrial England. In order to understand the factory system, we set up an assembly line in the classroom.

THE FACTORY SYSTEM

The new machines that were invented were too large and too expensive to be used by families in the home. So businessmen set them up in large buildings. Such buildings are called *factories.* The businessmen hired workers to come to the factories every day. The system of manufacturing goods in factories instead of at home began in England about 1750.

The purpose of this project is to enable you to experiment in your classroom with some basic principles of *mass production,* and the principles of *division of labor* described by the economist Adam Smith. To do this, imagine that your classroom is a factory and that the students are workers. The work of your factory is to print circulars, fold them, place them in mailing envelopes, address the envelopes, and stack them for delivery to

post offices. Specifically, these are the tasks that must be accomplished:

1. Mark paper with 5 blue Xes
2. Fold paper in half twice
3. Clip folded papers together
4. Insert folded and clipped paper in envelopes
5. Tuck in envelope flap
6. Mark envelope with 6 red Xes
7. Stack stuffed and marked envelopes

Your factory will consist of two lines of workers.

In line *A* , each worker will do only one of the tasks, passing his/her completed work to the next worker. Eventually the work will reach the last worker, who will make stacks of the envelopes he or she receives.

In line *B*, each worker will complete all the tasks and carry the finished work to the final position.

Workers in line A will have the material they need to complete their tasks on their work tables.

Workers in line B will get their materials from a stockpile near their work space.

Two student timekeepers are to stand in front of the lines.

The first timekeeper is responsible for starting and ending production for both lines together. Production should begin with all workers at their tables and continue for exactly ten minutes, after which the timekeeper will call an end to production.

The second timekeeper, observing group B, will keep track of the amount of time each worker spends moving from his desk to the stockpile and back. This can be done easily on a watch with a second hand or with the stopwatch. After the first ten-minute time period, switch teams and carry out the experiment for a second ten-minute period.

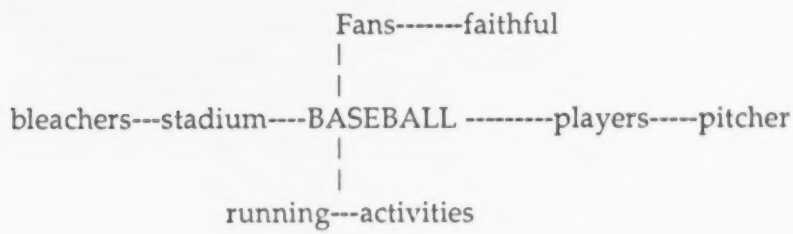
Semantic Mapping

An activity that I frequently use for pre- and post-assessment is *semantic mapping*. Before we begin a topic, I write a key word in the center of the board, and through questioning, I elicit a variety of ideas.

Then, we classify these ideas. The purposes of this part of the activity are to stimulate any previous knowledge about the topic, and to generate association of ideas. A post-assessment map is used to evaluate what the students have learned after a unit has been taught. Often the students will suggest some of the vocabulary words of the lesson. Small groups will look for the meanings of the words, write sentences with them, and then choose the best sentences. These sentences then become part of their tests. In this way, students may feel less alienated and nervous when taking the test because they were active participants in making the test.

Guide questions for constructing a *semantic map*

1. What will be the *theme* of your map?
2. What 4 groups of things can you relate to the central theme?
3. What words or ideas can you add to each subgroup?



Dramatizing

Towards the end of the cycle the students (and I) need a culminating activity in order to make the studied topics relevant and meaningful in a way that will commit key ideas to memory. So after reading about our topic and working with new vocabulary and content, the students create their own plays by writing the scripts (using a lot of the new words), designing scenery, and performing the plays. They also critique the other students' plays and write daily logs during rehearsal time. Given the multiethnic nature of our program, an activity of this nature could produce a working class family in London during the 19th century with a Polish mother, a Colombian father, Korean daughters, and Dominican sons!

Format for developing a group play:

A Day in the Life of the Smith Family

Place: A town in England
Time: 19th century
Characters: dad, mom, children
Setting: home/factory
Action:

Scene 1: Who are the characters? How is the audience going to distinguish them? What is happening to them?

Scene 2: What happens to the characters of the play?

Scene 3: How did the characters deal with their problem? What will happen to them afterwards?

Props or Scenery: things you use to give the audience an idea of where the action is taking place.

Evaluating Student Performance

Students in *Global Studies I* were evaluated by tests, quizzes, completion of homework, and class participation. In the beginning, with the purpose of simulating the students' confidence and sense of security, the tests were divided into three levels of English proficiency: advanced, intermediate, and beginning. I feel it is less frustrating for students if they are compared with others of the same level of competency. They also get a better sense of their progress as they move from one level to another. Quizzes are used principally to evaluate acquisition and mastery of skills such as sequencing, identifying cause and effect, making charts and outlines. Homework is basically a way of reviewing classwork and/or preparing for the next day's class. Due to the way the course is designed, even students with limited English proficiency have a chance to participate in class activities through their collaborative work. We use group self-evaluation, in which group members distribute the group grade according to each member's contribution to the completion of the task.

Materials

Text:

Holt, S. and, O'Connor, J. (1983). *Exploring world history, a global approach.* (2nd Ed.). New York: Globe Book Co.

Additional sources:

Abraham, H. and Pfeffer, J. (1972). *Enjoying world history.* Amsco.
Board of Education, New York City. *Global history, a curriculum guide.*
Perry, M. (1985). *A history of the world.* Houghton Mifflin Book Co.

Videos and Movies

"The Drive For Power" from *The Ascent of Man* series, (Chanel 13)
Modern Times. Charlie Chaplin

Teacher developed handouts

Human Development

Course Description

Human Development 1 has two major goals: it will give students information about sex and body development that will help them understand and trust their own feelings, and in that way, help them gain more control over their own future, and it will give them the opportunity to hear from students of other cultures who are going through some of the same changes and experiences, but may have differences in their attitudes toward sex and the human body. Throughout the course, emphasis is placed on the distinction between biological facts and cultural mores. We will examine how the two may become confused because of cultural backgrounds.

Many parents have an underlying feeling that sex information will shock or disturb their children, or even worse, that it will interest them too much. Some fear that if we give young people information about sex, it will make them rush out and "do it." It is natural to think that way, but it isn't what happens. Good sex education does not encourage anyone to go out and "get wild". In fact, studies show that teenagers who are taught about sex, birth control, VD, and bodily functions are less likely to get pregnant before they want to, less likely to catch VD, and less likely to engage in thoughtless sexual activity than teens who have not had that education. It is when we *don't* teach teens and preteens about sex and their bodies that they get into trouble.

In a school environment where there are many different cultures, there is an added element to the stresses of the teenager. These teens are trying to fit into the American social structure. They are subjected to the peer pressure of their American friends and the cultural norms of their parents. On the one hand, their parents frequently want them to adapt to American society, but then they may draw the line when questions of sexuality arise. The teen has to make decisions and may not possess the biological knowledge to help him/her make an informed decision.

This course hopes to address these situations and give teens the information they will need so they will be able to make decisions based on facts and an understanding of their culture and their newly adopted culture.

Topics Covered

Human biology

Identification of male anatomy
Identification of female anatomy
Hormones and their functions

Puberty

Changes in the male
Changes in the female
The menstrual cycle

Human Reproduction

Conception
Pregnancy

Relationships and why they may change during puberty

Parents
Teachers
Friends
Strangers

Where does sex fit in?

Physical act (kissing, petting, intercourse)
Orgasm
Expectations and fantasies
Masturbation
Oral and anal sex
Problems for boys
Problems for girls
Sex role expectations and double standards

Emotional Health

Teenage personal problems
Teenage family problems
Asking for help from family, friends, professionals
Looking for love and understanding

Love vs. Reproduction

What is love? (types of love)
Sexual and platonic relationships

Pregnancy

Signs and tests of pregnancy
Birth: how it occurs and what the physical, mental, and emotional consequences are
Adoption: what it is, what types there are, and what its physical, mental, and emotional consequences are
Abortion: what it is, the methods, and what the physical, mental, and emotional consequences are

Materials

Videotapes: NOVA: *The beginning of life.*
Venereal disease: The hidden epidemic.
Killing us softly - Advertising's hidden message.

Charts and Models

Male reproductive system
Female reproductive system
Menstrual cycle
Embryo development

Public Handouts and Leaflets

Venereal disease
Acquired immunodeficiency syndrome (AIDS)
Birth control
Depression
The teenage years

Strategies for Limited English Proficient Students

Vocabulary lists are developed for each unit. Students are given assignments that encourage them to make sentences using the vocabulary words of the units. Throughout the term, there are frequent discussions of the various topics utilizing small and large groups. Students are required to do class reports on some topics, and they are given the opportunity to do some individually and some collaboratively.

This course allows students to role play various teenage situations in a non-threatening environment among their peers. In many instances, students begin to see the universality of certain teenage problems. For example, while doing the unit on changing parental relationships, many students commented that there were elements of this changing relationship in their own homes. A lively discussion followed comparing the different ways each responded to this situation. On doing the unit on peer pressure, students realized that they did not need much help in coaxing their friends to do things and saw this same behavior in many of their own friendships.

Evaluating Student Performance

Students will be given quizzes that require them to write small paragraphs explaining certain concepts defined in each unit. After completing the units, students will discuss their feelings and opinions in essay form.

At the end of the course, students will be able to:

1. Define vocabulary words and use them effectively in discussions and written work.
2. Describe puberty and the hormones involved.
3. Describe pubertal changes in the male and female bodies.
4. Identify the distinctive parts of the male and female bodies.
5. Describe and discuss the menstrual cycle.
6. Describe and distinguish between conception and pregnancy.
7. Describe and discuss *love* vs. *reproduction*.
8. Discuss why relationships may change during the teenage years.
9. Discuss the impact of sex role expectations and double standards on boy-girl relationships.
10. Discuss emotional health care and how to ask for help from family, school, and professionals.
11. Discuss various topics of sex (physical act, expectations, fantasies, masturbation, orgasm, effect of liquor and drugs, oral and anal sex (AIDS relationship), problems for boys, problems for girls).
12. Describe how pregnancy occurs.
13. Discuss the options available if pregnancy occurs (have the child, give the child up for adoption, and abortion).

Physics 1

Course Description

Physics 1 is the introductory course to a three cycle sequence. The first topics center around *motion* and *Newton's laws*. Students learn the basics of laboratory work, making measurements, graphing data, and interpreting the results. The experiments include studying the acceleration of an object in free-fall and verifying Newton's second law: F = MA . There is an emphasis on small group work, experimentation, and the use of language to explain the world around us.

The spirit of the introductory course in physics is to provide a conceptual understanding of physics rather than a rigorous emphasis on physics as applied mathematics. For the non science-bound student this course can be a way to view nature from a more refined scientific context. For the science bound student, this course might be a way to a future involvement in physics.

Two of the themes of The International High School make it an ideal setting for such a course. Students are given as much choice as possible in their school environment. The experiential and practical are emphasized in the educational process. In this spirit, the physics course allows students to work through a series of tasks at their own pace.

Each day students choose from a variety of activities, such as library research, computer tasks, laboratory experiments, text related activities, listening and writing. They are encouraged to work in small groups. The role of the teacher in this *open* style classroom is shifted to facilitator and mentor rather than the source of information. Approximately once a week, there is a group lesson and discussion. **The goal is to have students increasingly accept the responsibility for their learning process and to become aware of their own best strategies for learning.**

One of the most difficult problems facing a teacher is that students learn at different rates and in different ways. By creating a structure that allows them to choose, we are legitimizing individual differences. It is to be expected that some students will move through the material faster than others and interact with the subject in different ways. The social environment of the classroom emphasizes encouragement and support for one another.

An approach that is based on a conceptual understanding of physics rather than knowing facts and memorizing formulas, is especially appropriate to the population of limited English proficient students. They can understand physics and at the same time develop their skills in English. Working in small groups supports their acquisition of English.

The course is divided into three independent modules which are not necessarily sequential. This allows more programming flexibility for the students and the school.

The modules are :

I. Motion and Newton's laws
II. Momentum, gravitation, and atomic theory
III. Electricity

It is recommended that students take Motion first, and the others in any sequence.

Strategies for Limited English Proficient Students

There is a need for each child to be heard.

A child will only learn to use a language if he has the opportunity to use that language.

A child will learn to read a language if he finds meaning in that language.

A child will learn to write a language if he finds that others find meaning in his work.

Sigmund A. Boloz

Through experimentation and direct experience students develop an understanding of physics, and at the same time develop language skills in English. They engage in activities that provide contextual practice in in reading, writing, listening, and speaking. The following represent some of the strategies used in physics for dealing with limited English proficient students.

1. Students are encouraged to work in small groups where they need to communicate in order to complete their work.

2. Students are encouraged to work with students who do not speak their native language.

Reading is necessary to complete the text activities and to use the student instruction sheets.

Writing is a part of almost every activity in physics class. Students keep logs of their progress. The log provides the opportunity for students to reflect on their activities and express themselves to the instructor.

Listening to audio tapes of the text is one activity available for students to choose.

Speaking is practiced as students collaborate and help each other.

3. Students take practice exams to allow them to practice, to become familiar with the testing process and test language. The practice exam helps to reduce anxiety about testing.

4. Students choose the level of difficulty of their exams. This allows those with a higher level of English to take more difficult exams and to be rewarded accordingly. There are three levels of exam difficulty.

5. New students are given assistance by other students. The structure of the class assumes that students will be at different levels. Having an extremely diverse group of student abilities in each class really gives students the space to be different and to accept their current linguistic level.

6. Students are learning both English *and* physics, so the rate of covering physics material is slower than would be expected from a fluent English speaking population. Students who are able to cover material faster are encouraged to do so. The pace is designed so that students have a feeling of accomplishment rather than frustration.

Evaluating Student Performance

In Physics 1, students are graded on both the quality and quantity of work completed. Each student keeps a folder with all of his/her work. As tasks are completed, they are checked by the instructor. At this point, corrections and/or changes may be requested before credit is granted. Half of the grade is determined by the number of activities

completed; the other half is determined by exam results.

The testing process involves two stages: a pretest, and an exam. The pretest is available to students during the week before an exam in order to give students the opportunity to gauge their mastery of the material, to reduce anxiety about the testing process, and to give them practice in answering various types of questions.

Students have a choice in the level of difficulty of exam they choose. An *A* level exam is the most difficult and allows students to earn an *A, B, C* or *D*. The *B* level exam is less demanding and enables a student to earn a *B, C,* or *D*. The *C* level is the simplest and permits a top grade of a *C*. After the pretest, students may choose a different level for their exam. The lowest possible grade on each of the exams is *No Credit*.

Sample of Course Materials

One of the most unusual parts of the physics course is the structure of the class. A sample of record-keeping forms which support the class structure are included in this section.

Students arrive and record their attendance, select their activity and partners for the day, sign the activity sheet, and begin work. A sign-in sheet, which indicates the activities available and the number of students per experiment/activity, allows the teacher to control the size of the groups as well as the activities which are available. Having some students working on text-related activities allows you to give more assistance to those doing experiments.

It is essential to keep records of students beginning and completing activities/tasks. It is highly motivational for them to see the number of completions.

You will need to develop some way of communicating to each student what is expected for each task. This is best done in writing. It gives the group something to begin with, ie. to figure out what to do. An excellent way is to have an instruction sheet for each activity. This gives you an opportunity to record which activities each student is working on as you give them the instruction sheet.

A sampling of these materials follows.

Materials

Laboratory apparatus

Tape recorders

Student Instruction Sheets
A series of teacher generated instructions outlining the procedures for completing tasks, experiments and activities.

Text: Hewitt, P.G. (1987). *Conceptual physics* . Reading, Massachusetts: Addison Wesley.

Videotapes and films where available

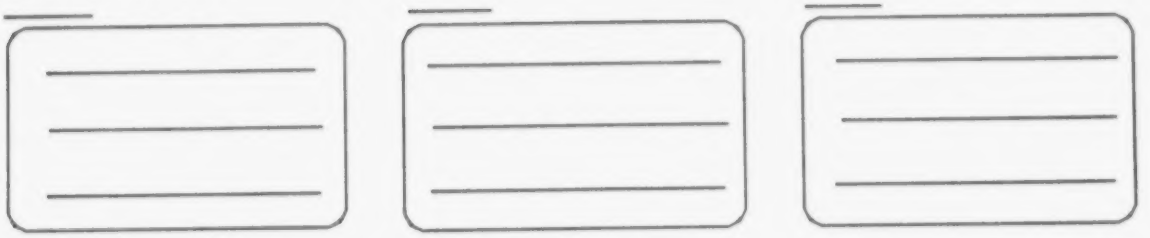
Computers used as sensors and recording devices in experimentation and to generate graphs of data

The International High School

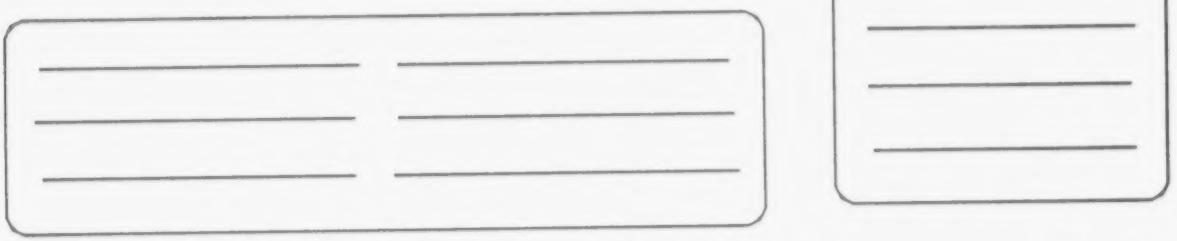
Physics Sign In Sheet

Class: _____
Date: _____

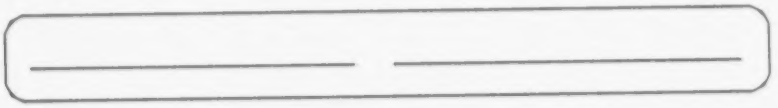
Lab Experiment



Text Activities/ Report Writing



Library



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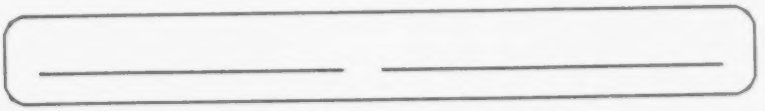
Listening



Absent	Late
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Guide for the Physics Log Sheet

Your log sheet should reflect how you spend your time in physics. It will indicate who your partners were for each day. On days when we meet as a class group you will indicate that on your log sheet.

Each day you will make a brief statement about the value for you in your activity. Value indicates that it is something worthwhile, something you discovered or thought about. It will provide you the opportunity to reflect for a few moments on the activity.

In physics, it is very likely that you will discover that there are things you don't understand. This can be very valuable. Paul G. Hewitt (the author of our text) once stated:

The educated person is not the one with a command of the most names (words), but the one who knows which he understands and which he doesn't.

The log will be a record of your mental activity in physics. At first you may have difficulty in getting started. To assist you, here are some sentence starters that may be useful.

I began to think of.....
I realized.....
I noticed...
I think....
Something that confused me was....
Today I discovered that....
I learned that...
I don't really understand..
I wonder why.....
I was surprised.....
I'm not sure....
Now I understand why....
I never understood why...

Your log could summarize the results of an experiment or demonstration. Your log could also reflect things that you discover about yourself or about working with others. You are writing the log for both yourself and for me, the instructor. It will help me get a better idea of who you are and how you think.

The International High School

Physics Log Sheet

Name: _____

Date: Week of _____

Monday Activity: _____

Value:

Partners:

Tuesday Activity: _____

Value:

Partners:

Wednesday Activity: _____

Value:

Partners:

Thursday Activity: _____

Value:

Partners:

Friday Activity: _____

Value:

Partners:

Name _____
Textbook Exercise 1

Your text will probably be your best source of information in learning physics. The following exercise will give you a guided tour of your text:

1. The INDEX is found on page____to page____. What information is found in the index?

2. The GLOSSARY is found on page ____ to page ____. What information is in the glossary?

What is velocity?

Do you understand it?

3. The CONTENTS is on page ____ to page ____. What information is found in the contents?

Where in the text will you find Chapter 2, titled MOTION ?

4. Briefly look through Chapter 2. For now do not stop to read everything, just see how it is laid out. Find the following:

Concept Summary: page ____
Important Terms: page ____ This section could have been titled Vocabulary.

Review Questions: page ____ Why are there numbers at the end of each question?

Activities: page ____

Think and Explain: page____ Some of your first exam questions will come from this section.

5. Look at the sections of Chapter 2. They have numbers beside them and are outlined. How many sections are there? List some below:

6. Read Chapter 2. Keep track of the rate at which you read it. In order to do this you will have to keep track of the:

Number of pages _____
Length of time _____

You may do this at different times so keep a record like the one below.

Record of Reading Time:

Place	Time
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total time _____

My rate of reading this chapter was _____ pages/hour.

7. Answer as many of the Review Questions as possible.

Notes: If you understand these questions, you should do very well on the exam.

Short answers to these questions will be available in order for you to check your work as you go along. If you find you don't understand the answer, the number at the end of the questions refers to the section in the text where the idea is explained.

Use your classmates and your instructor as a resource.

The results of your work should be kept in your folder.

Name _____

Laboratory Task 1
Pre-Lab Activities

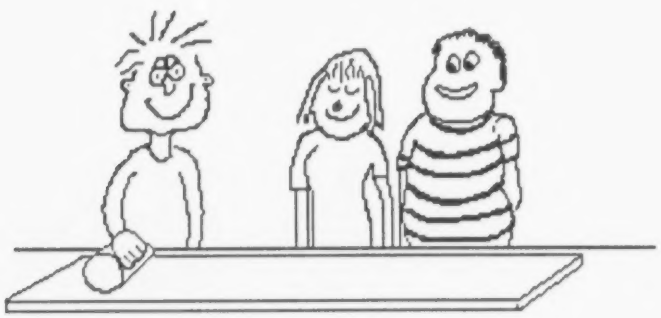
There are three activities in your text on pages 23, 24. As you complete these, briefly describe the outcomes and the method you used to determine your average speed of walking.

Results:

Laboratory 1

Purpose: To determine the speed of a rolling object
To graph the results

Note: In this lab, there are fairly complete instructions. This is to guide you as you learn to do laboratory work. In future experiments, you may plan your own experiments or follow instructions from a lab manual.



Adjust the boards and the wedge so that the can rolls down the board evenly, smoothly and at a constant speed. The can should not speed up towards the end or stop in the middle. Try it a few times. This is an example of constant speed.

<<Alternate method: Use a ramp with rolling ball>>

Q. Why do you need the wedge?

The **rate** of the can moving down the board is called its **speed**. To determine the speed with accuracy, we must take into account both the distance it travels and the time it takes.

Set up some way of measuring time intervals. The easiest way is to use a watch with seconds.

How long does it take for the can to roll off the board?

Time 1 _____
Time 2 _____
Time 3 _____

Push it slower and faster, measuring the times. Describe the results:

Measure the distance the can rolls in two units of time.

Trial 1 _____centimeters
Trail 2 _____cm.
Trial 3 _____cm.

Push it faster, slower, Describe the effects on the distance traveled:

For speed we must measure both the distance and the time.
<<All rates involve time.>>

Speed = Distance / Time

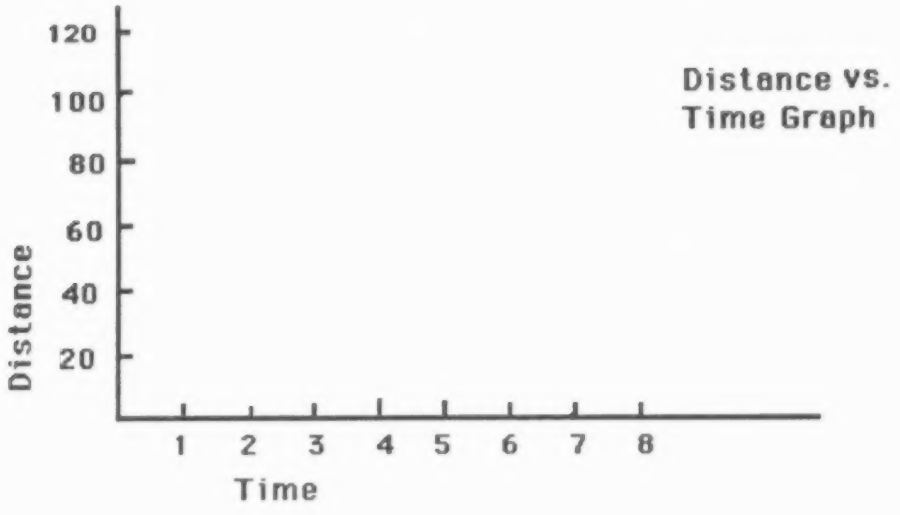
In the next part you will need to keep track of the distance traveled at each time interval. Discuss this with your partner and practice it a few times.

The distance markers must all be placed on a single roll. Practice a few times and when you feel confident, enter your data.

Data

Time	Distance Traveled
-------	----------
-------	----------
-------	----------
-------	----------
-------	----------
-------	----------

Graph of Data



What do you notice about the graph?

<<**Before continuing**, have the instructor check and initial your graph.>>

The **average speed** of the can is equal to the total distance divided by the total time. What was the average speed for your can using the data above? Show your work:

<<Optional>> If you know how to find the slope of the graph above, do so now. If you don't know how to find the slope mathematically, don't worry. Keep on going.

Take data for a very slow roll and a relatively fast roll. Make a data table and graph for each roll.

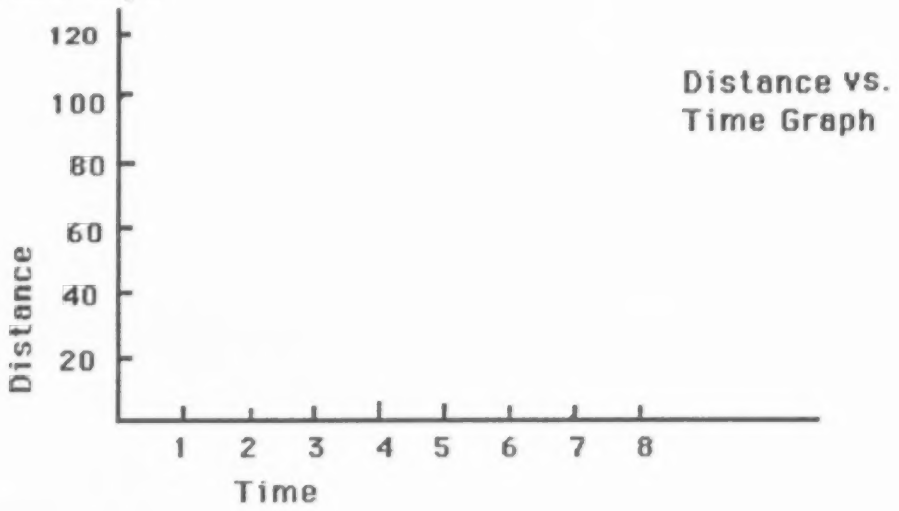
Slow Roll Data

Time	Distance

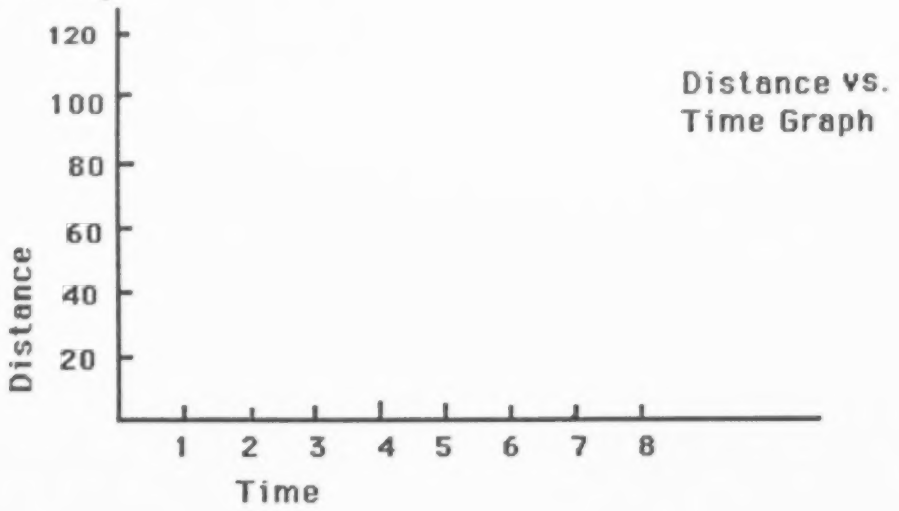
Fast Roll Data

Time	Distance

Slow Roll Graph



Fast Roll Graph



What do you notice about the **slope** of the lines above? The slope is the steepness or inclination of the lines.

For both of the above trials, determine the average speed.

What conclusions can you draw?

Questions

1. How can you determine the speed of a rolling can?

2. When it is rolling at a constant speed, what do you notice about the distance traveled during each time period? (Keep in mind the accuracy of your measuring and timing techniques.)

3. What does the distance/time graph of a constant speed look like?

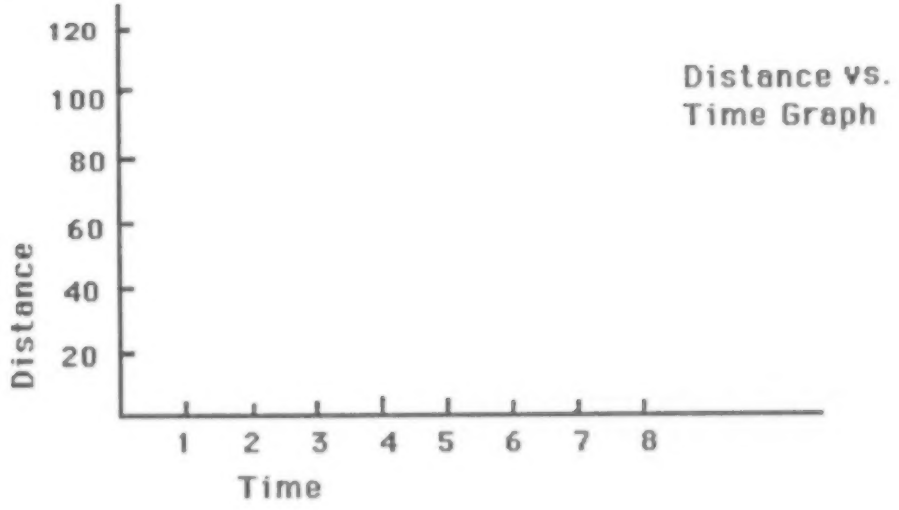
4. How is the slope of the line related to the speed of the roll?

Extra, as time allows:

Arrange the ramp so that the can speeds up as it rolls. Take data, make a graph and draw conclusions.

Data:

Graph:



Conclusions:

Sequential Mathematics

In some ways the *Sequential Math* sequence is a radical departure from the traditional presentation of what is commonly know as *college prep* high school mathematics. The college prep syllabus included: one year of *elementary algebra*, one year of *Euclidean geometry*, both plane and solid, one year of *intermediate algebra* and *trigonometry*, and an optional fourth year which could cover such topics as *matrices, algebraic structures, introductory differential calculus, computer programming, logic, and probability*. The Sequential Math syllabus breaks topics of the first three years into small segments and scatters them in spiral fashion over the three years. For example, topics in geometry are dispersed over the three years in modules of ever increasing depth and complexity. The content remains unchanged, but the timing is different.

Sequential Mathematics 1

Course Description

Daily instruction in Sequential Mathematics 1 is based upon the lessons presented in the New York City Board of Education Curriculum Bulletins, Integrated Mathematics: Course 1, Term 1, and Sequential Mathematics, Course 1, Term 2. Topics include:

1. Mathematical operations
2. Algebraic expressions and open sentences
3. Simple equations and concomitant word problems
4. Logic
5. Signed numbers
6. Operations with monomials and polynomials
7. First degree equations and inequalities in one variable
8. Ratio and proportion
9. Informal Euclidean geometry
10. Solution of word problems using first degree equations in one variable
11. Special products and factoring
12. Graphs of linear equations in two variables
13. Graphic and algebraic solution of systems of linear equations in two variables
14. The real number system
15. Quadratic equations
16. Probability

17. Statistics

These lessons are modified and/or supplemented by the use of collaborative grouping of students, the infusion of second language acquisition strategies, and the inclusion of follow up, spiralled homework assignments taken from the basal text or teacher prepared materials.

Strategies for Limited English Proficient Students

Collaborative Learning

1. Using the native language: Since The International High School services a multilingual population, the language of instruction in all content area classes is English. Students whose facility with English is extremely limited are paired with one or more students from the same native language group in order to avoid falling behind in the acquisition of content. As they acquire greater fluency in English, their need for translation lessens.

2. English as the *lingua franca:* In order to promote cross-cultural understanding among ethnic groups where barriers may exist, students are encouraged to collaborate with students of other linguistic and cultural backgrounds to fulfill an assigned task. In so doing, it behooves them to use English as the *lingua franca* to communicate their points. Consequently, their knowledge of English increases and at the same time, they become cognizant of their cultural similarities and differences.

Language Vis-a-Vis Culture

Attempts are made to link the content being taught to the linguistic and cultural heritage of the students. Since much of the English vocabulary is Latinate, students whose native tongue is a Romance language not only appreciate, but better assimilate the meanings of terms derived from Latin or Romance languages, after an appropriate etymology of such terms is presented. Students from other language groups also benefit from such etymological presentations since they acquire the skill of breaking up a word into its component parts in order to get at its basic meaning. For example, in explaining the meaning of the phrase *a circle circumscribed about a square,* the inclusion of the derivation of *circumscribed* may assist in clarifying its meaning in this context, i.e., that the circle is "written around" the square.

circumscribed, the past participle of circumscribe<
L. circumscribere<
circum, around + scribere, to write

Further Linguistic Considerations

1. Generation of families of related words:
   double, triple, quadruple, quintuple, sextuple, septuple and octuple.

2. Synonyms: How will the area of the original rectangle be *changed? altered? affected?*
   Mention should be made of the fact that although changed, altered, and affected can all be used synonymously in the above context, they cannot always be interchanged in other ones.

3. Grammar: (the appropriate use of tenses and their forms in questions and responses)
How *will* the area *be* changed? It *will be* multiplied by four.
How *was* the area altered? It *was* quadrupled.

4. Mechanics:
   No comma is required: q if p.
      How much would it cost to carpet a bedroom 12 feet long by 9 feet wide if the carpeting costs $8 per square yard?
   A comma is required: If p, then q.
      If the carpeting costs $8 per square yard, how much would it cost to carpet a bedroom 12 feet long by 9 feet wide?

5. Clarification of nontechnical vocabulary:
   carpet / carpeting / rug

6. Types of questions:
   Product oriented: What is the area of the bedroom?
   Process oriented: How do you suggest we change the square feet to square yards?

Note that a logically sequenced explanation is required to respond to the question, thus necessitating the use of a host of English language skills.

Evaluating Student Performance

Several indices are taken into account in assessing student progress and achievement:

1. unit tests
2. the quality and quantity of participation in class
3. the completion of homework assignments
4. a final examination

Students who have a passing composite average at the end of the trimester but have failed to satisfy other course requirements are given grades of "Incomplete." In order to receive credit in the course, such students must complete a library research project related to the field of mathematics within a period of eight weeks from the close of the trimester.

Materials

1. Books

   a. Basal text:

   Dressler, I.,and Keenan, E.P. (1980). *Integrated mathematics: course 1.* New York: Amsco School Publications.

   b. Reference texts:

   Bumby, D. and Klutch, R. (1982). *Mathematics: A topical approach, Course I.* Columbus, Ohio: Charles E. Merrill Publishing Co.

   Occhiogrosso, M. (1985). *Reviewing sequential mathematics: Course I.* New York: Amsco School Publications.

   Rising, G.R., (Ed.) (1985). *Unified mathematics: Book 1.* Boston: Houghton Mifflin Co.

   Schlumpf, L. (1986). *Barron's Regents exams and answers: Three-Year sequence for high school mathematics (Course 1), Sequential integrated mathematics.* Woodbury, NY: Barron's Educational Series.

2. Curriculum Bulletins

   N.Y.C. Board of Education.(1984). *Integrated mathematics, Course 1, Term 1.* Pilot Edition. Brooklyn, NY: Author.

N.Y.C. Board of Education. (1985). *Sequential mathematics, Course 1, Term 2.* Pilot Edition. Brooklyn, NY: Author.

3. Chalkboard, white and colored chalk
4. Handouts and teacher prepared materials
5. Manipulatives such as dice, playing cards, samples of carpeting, squares, triangles, and realia

Sequential Mathematics 3

Course Description

In preparing *Sequential Math 3* for presentation to The International High School students, several goals served as organizing principles.

1. At the end of SM 3 all students should be ready for Calculus I, or indeed any first year college math course offered at any 2 or 4 year college. By implication, no student who completes SM 3 should need any college math course deemed remedial or developmental.

2. At the end of SM 3 almost all students should be prepared for the Regents exam.

3. At the end of SM 3 students should be more familiar with the linguistic and stylistic nuances peculiar to the American math textbook and the American math classroom. This includes being able to respond to and frame questions orally in a way that is comprehensible to an American speaker/listener.

4. At the end of SM 3 students should have a better appreciation for the mathematical particularities that fascinate and mathematical generalities that instruct.

5. At the end of SM 3 students should have a better understanding of how mathematicians function in their discipline.

The topics covered in Sequential Mathematics 3 include:

1. Operations on polynomial and rational expressions

2. Functions, their inverses, and their graphs

3. The geometry of the circle

4. Transformational geometry

5. Special functions, their inverses and their graphs including trigonometric functions, exponential functions, and logarithmic functions

6. Applications of trigonometric functions including the laws of sines and cosines, the formulas for sine, cosine, and tangent of sums and differences of angles, the double angle formulas and the half angle formulas, and quadratic trigonometric equations

7. Complex numbers including the fundamental theorem of algebra and de Moivre's Theorem

8. Probability and statistics including counting arguments, Bayes Theorem, measures of central tendency and dispersion, histograms and normal distributions.

9. Special topics from number theory including Fibonacci sequences and Fermat's, Goldbach's, and Mersenne's conjectures.

Strategies for Limited English Proficient Students

The fact that the students in SM 3 have limited English proficiency presents the single most important challenge to achieving the goals of the course. What is often overlooked is that learning mathematics means coming to grips with three kinds of language, each with its peculiar style and usage. First there is the language about mathematics, the stuff of definitions, axioms, theorems, and algorithmic descriptions. Second there is the mathematical symbolism that serves as a shorthand and an operational tool for the language about mathematics. Third there is the underlying structure of the predicate logic that, often covertly and implicitly, determines what can be said at all.

Let us consider some notions from elementary set theory. A set is a collection of elements. Elements are members of sets or not. Sets can be subsets of other sets or not. These are definitions and appear intuitively obvious as language about mathematics. But a second language, a symbolic language exists. Capital letters, *A, B, C,* stand for sets. The symbols $\in$, $\notin$, $\subseteq$, and $\not\subseteq$ stand for *is an element of, is a subset of, is not an element of,* and *is not a subset of,* respectively. Lower case letters, or more frequently numerals, are the elements of sets. So if

$A = \{1, 2, 3, 4, 5, 6\}$ and
$B = \{1, 3, 5\}$

we can write, symbolically

$2 \in A$
$3 \in B$
$4 \notin B$
$A \subseteq B$
$B \not\subseteq A$

At the third level of language we confront logical notions like:

"We cannot say $3 \subseteq B$ but we can say $\{3\} \subseteq B$ and $3 \in B$".
"If for each $X \in B$, then $X \in A$, we can say $B \subseteq A$".
"If $C \subseteq D$ and $D \subseteq C$, then $D = C$".

For students whose native language is English moving among these levels is difficult enough. For students whose native language is Mandarin or Rumanian, these levels are formidable indeed. But what is even more vexing is that the students may very well know these notions in Mandarin and Rumanian, but be unable to articulate that knowledge in written and spoken English.

In one of my first classes I gave the following assignment: "Page 10, do the odd problems from 1 to 20". The text has the answers to odd problems in the back. A Chinese student asked, "What is odd?" Having noticed that all the Chinese students had dictionaries, I suggested he look up the word. After a few moments he looked at me quizzically and said, "strange?" When I wrote down the numbers 1, 3, 5, 7, 9, 11, 13, 15,...., there was a rapid exchange of Mandarin in the class; then all smiled and nodded their heads.

What in the world does one do about this?

My own work in mathematics has led me to conclude that what mathematicians do is play around with things that fascinate them until they discover (aha!) a generalization that links those things into a comprehensible whole. So I decided to construct, or more properly deconstruct, most of my classes into playing around with concepts that could be visualized on the board without a great deal of specialized language.

So.....

"What is peculiar about 6?" Almost all students can do simple division, regardless of language; so a reasonable question is "what are the divisors of 6?" One can show without much conversation that 6 =

1 x 2 x 3; one can also show without much conversation that 6 = 1 + 2 + 3. This makes 6 peculiar.

Mathematicians must ask the question that is obvious: "is there another number that is peculiar like that?" Luckily the next number that is peculiar like that is not too far away.....28. Students will come to this after a few minutes of calculation. Thus 28 has divisors 1, 2, 4, 7 and 14 and 28 = 1 + 2 + 4 + 7 + 14. Now we can define a perfect number as one which is the sum of its proper divisors; and that makes sense because 6 and 28 are perfect. That the next perfect number is 528 comes as a bit of a shock. And students spend a great deal of energy trying to prove I'm wrong. When they fail, they ask "How did you know that?" Then I can write down the elegant little conjecture, known to the Greeks and explored by many mathematicians including Mersenne, that all perfect numbers are of the form $2^{(P-1)}(2^P-1)$ when both P and (2^P-1) are prime.

The discussion, which took about two 35 minute periods moved from simple visualizations (6 = 1 + 2 + 3 = 1 x 2 x 3) to definition, to symbolism and to logic in a way that involved little recourse to a lot of discourse. Several mathematical concepts of general interest were reviewed including factoring, primes and powers. Finally the activities of the mathematician were disclosed to be nothing more than purposeful play, ending with the kind of linguistically parsimonious logical statement like the Mersenne conjecture.

In order to prepare students for the style of the Regents exam, all exams and quizzes are made up of past Regents questions. Stress is placed on successfully negotiating simple questions, all or nothing, questions and multiple choice questions, to show how wrong answers are constructed to be tempting. For example, a wrong answer to

$$\log\left(\frac{x^2}{\sqrt[3]{y}}\right) \quad \text{is } 2\log x - 3\log y.$$

Students are asked to determine what kind of mistake is made in order to arrive at this wrong formulation. Certain topics in the syllabus are de-emphasized if they have no real application to Calculus 1. Thus coordinate geometry rather than Euclidean geometry is given more importance.

One useful tool in developing vocabulary and oral expression is to compare or contrast mathematical terms with ordinary English words.

For example:

1.	monomial	monorail	monologue
2.	binomial	bicycle	bimonthly
3.	trinomial	tripod	triangle
4.	polynomial	polyester	polygamous

Very often the meanings of the English words are made clearer by reference to the mathematical term.

Evaluating Student Performance

Naturally, exam results are key in determining grades. But additional factors play an important role in evaluation. I personally give a lot of praise to students who are able to articulate accurately their confusions. Often, I will pause in a class to ask students to help each other phrase questions. Students are encouraged, if necessary, to phrase their questions in their native language, then collectively translate that into English. I am also pleased by evidences of growth and discipline on task and reward attempts at mastery of the linguistic nuances of mathematics. Integrating the development of linguistic skills into the learning of mathematics makes both endeavors more vibrant for the student and for me as teacher.

Fundamentals of Mathematics 1

Course Description

The *Fundamentals of Mathematics* course is designed to help the students develop basic mathematical concepts. It is intended to help students review or reinforce those skills which they have already been exposed to in prior mathematics courses. The course covers the following areas:

a) Basic operations using whole numbers
b) Arithmetic (fractions, decimals, percents)
c) The interpretation and development of word problems
d) The essentials of Algebra
e) Introduction to Plane Geometry
f) Introduction to probability and graphs

Strategies for Limited English Proficient Students

The integration of ESL into the mathematics curriculum is facilitated by vocabulary usage. Students must learn and use this vocabulary in order to gain full understanding of mathematical concepts. These strategies have been designed to stress reading, listening, speaking and writing.

The materials and mathematical objectives mentioned above were integrated into a set of five units, which also included the integration of the following skills:

a) vocabulary development
b) listening and speaking
c) writing
d) reading comprehension
e) research
f) decision making

Following is a summary of one of the units developed:

The Budget

This unit introduced the concept of money management. The task was to prepare a budget (Frey-Mason). The assumptions were that the student was a sole wage earner living alone in his or her

apartment. The student learned to read tax tables in order to compute the net salary. The student learned the difference between gross and net wages, and the disbursement of the net salary to rent, clothing, food, transportation, entertainment and utilities. Vocabulary development became important as students read the ads for apartments and employment in the newspaper. Decision making skills were stressed as students tailored their life to their income level.

The other units were: *How To Buy A Car, How To Plan A Vacation,* and *How To Buy A House.* These units focused on consumer awareness. A variety of mathematical skills and language skills were necessary to complete the units.

Other activities developed in the Fundamentals of Mathematics course have been devised for the purpose of developing analytical skills or for improving the understanding of a specific concept, such as *place value.*

These activities included:

1. Selection of word problems which emphasized specific operations.

2. Development of puzzles used primarily to evaluate vocabulary knowledge in geometry.

3. Use of chalk board games to spark interest in lessons.

4. Use of timed tasks which involved the writing of multiples for a specified time period. The correct answers were then graphed.

5. Use of computer software: One of these, *The Homework Helper,* allows the students to check their answers. If their answers are incorrect, the program walks the students through a step-by-step process. This will allow them to become aware of the areas in which they are having difficulty and give them the opportunity to develop responsibility for improving their learning strategies.

Heterogeneous grouping provides an opportunity to implement a varied approach to teaching. The different levels of language proficiency and mathematical competency within the student population will no doubt change the focus of the course toward an approach which incorporates a heuristic model with emphasis on individualized instruction. Although the thrust of the course is to get the students to master basic mathematical skills, it is imperative to emphasize at this point that this course must also meet the goals of

giving the students the opportunity to gain self confidence and awaken in them the interest and the desire to continue developing their mathematical skills in the mathematics courses that follow this one.

Evaluating Student Performance

The students were evaluated by means of teacher-made tests, homework assignments and projects.

Materials

Dressler, I., and Keenan, E.P. (1980). *Integrated mathematics: course 1.* New York: Amsco School Publications.

Frey-Mason, P. 1985). Teaching basic mathematics and survival skills. The Mathematics Teacher, 78, 668-671.

This textbook offers a variety of problems, and its focus is to develop computational ability. The book is supplemented with the following materials:

Road Maps
Income tax tables, State and City tax tables
Newspapers
Charts and graphs from newspapers and magazines
Magazines
Computer software program
Calculators
Travel brochures
Puzzles

Criminal Justice

Course Description

The goal of the *Criminal Justice* course is to enable The International High School student to receive a brief overview of the Criminal Justice System in the United States. The course is divided into the three basic parts : *police, American courts,* and *the penal system.*

Introduction to the Course

The students discuss the various rules operating in school, at home, and elsewhere. The course begins with a discussion in which the students relate their knowledge of the criminal justice systems in their respective countries. They are given a brief history of the English policing model used in the United States. They explore the following questions:

What is law?
What are the personal and social rules we all must follow?
What are the limitations laws impose on individuals?
What is the role of police in society?

Police

The class discussion of aspects of policing focuses on:

police behavior
police brutality
corruption amongst police
police in the community
police discretion
search and seizure
theories on criminal behavior
constitutional amendments pertaining to police procedures

The American Court System

Role playing is the major activity in this segment of the course. The class selects a court case and I assign roles to each student. Special attention is given to the roles of the prosecutor, defense attorney, and judge. It is the responsibility of each role player to thoroughly prepare his/her case. Sentencing alternatives are presented and students are asked to consider the alternatives, such as parole, indeterminate or determinate.

Prior to role playing, we study the pretrial process, including the following topics:

arraignment
pretrial motions
bail
bondsmen
plea bargaining

The Penal System

The course concludes with a study of the penal system, including an examination of maximum, medium, and minimum security facilities. We investigate the types of offenders, the living conditions, and rights of prisoners at each facility. We go on to debate the pros and cons of capital punishment.

Objectives

1. To encourage participation and competition in sports activities which maintain fitness and develop habits of exercise which provide the physical health, vitality, and emotional outlets which are necessary and basic to mental well-being and intellectual vigor.

2. To provide opportunities for students to develop sports skills in games which can be played and enjoyed throughout life.

Course Descriptions

Basketball: An introduction to fundamental skills which include dribbling, passing, shooting, guarding, pivoting, and understanding rules and scoring.

Basic offensive and defensive patterns will be taught, as well as plays for specific situations. The class will be divided into groups depending upon skill level. Skill tests will record student progress. Depending on the progress of each group, the following class tournaments and contests will be held:

Free throw contest
30 second lay-up contest
One on One tournament
Three on Three tournament
Five on Five tournament
Pot-luck tournament
Hot-shot contest.

Weight Training: An introduction to basic principles of weight training.

Students will be required to develop individual programs resulting in improvement of muscular strength. Safety, warm-up exercises, proper spotting procedures, and techniques of lifting will be discussed during the first two weeks of class. Each student will be video-taped demonstrating a warm-up exercise and explaining a specific weight-lifting exercise, including muscles involved. Students will receive a worksheet that will be filled out and collected daily with the following information: name of exercises, number of sets and repetitions for each exercise, amount of weight for each exercise, day of week, and student's name. The *muscle of the week* will be posted,

including the name of a particular muscle, its location, its function, and a specific exercise used to develop that muscle.

Personal Objectives for Students

1. To develop a "fit for life" attitude that will include budgeting a certain period of time each day for exercise.
2. To show a basic kinesiological knowledge of major muscle groups of the body.
3. To acquire a basic understanding of how to develop a weight training program, and to be able to explain it to and teach another person.
4. To be able to measure improvement in muscular strength and set realistic and attainable goals.

Volleyball: An introduction to basic skills including passing, serving, setting, spiking, blocking the spike, strategies, and knowledge of rules

Students will be able to test their skills in small groups following a list of competencies they are required to complete. An example of a competency skill test for passing would be as follows:

> The student must volley the ball 10 consecutive times against the wall using the underhand paseses. After successfully completing the task, the student moves on to the next task on his/her list. For more advanced students the tasks are more difficult. Students work at their own pace and may try to complete each task as many times as needed. Class tournaments include Three on Three, and Six on Six volleyball.

Floor Hockey

Basic skills of stick handling, passing, and shooting are practiced during the first two weeks of class. Players positions, strategies and rules are discussed. At the beginning of week three, the class is divided into teams of equal ability and is conducted as a league. Students officiate and keep statistics. Rules may be modified by students throughout the term. Skill tests and a written report on any professional ice hockey game are required.

Soccer: An introduction to fundamental skills of dribbling, passing, kicking, shooting, trapping and heading.

Students are required to know rules and strategies, and players' positions and responsibilities. Class activities include Three on Three, and Six on Six tournaments.

Art

This course explores the dynamics of art through a variety of exciting projects, slide presentations, and student discussions. Individual skills in drawing, painting, and sculpture are developed. Since each student has different needs and experiences, criticism is directed to individual temperaments. Freedom of expression, as well as imagination and creativity, are encouraged.

The projects created during these classes are meant to stimulate the students to realize their own potential and make it easier to develop further fundamentals in art. Collage, abstract painting, painted sculpture, and bone drawings are just a few of these projects. Once the projects are completed, the students are more receptive to exploring basic drawing, basic painting, and sculpting.

Music

Piano I: A basic beginner course which introduces the students to the fundamentals of piano playing technique and reading music in the treble and bass clefs. Students use individual electric pianos with headphones and work at their own pace.

Piano II: A continuation of *Piano I*. Students perform pieces from classical to Beatles to rock, in a class project. Ear training is also stressed.

Guitar I: A beginning guitar course which uses acoustic and electric guitars. Students learn the fundamentals of guitar technique and reading music. Popular songs and folk songs are covered, in addition to ensemble (group) playing.

Guitar Ensemble: A group which performs at Middle College High School and The International High School talent shows as well as at graduation. Entry into this course is by audition. Instruments used are bass, guitars, drums, and piano.

Theatre Arts

This course will help students deal with problems of entering into a new culture. We will do this through the use of many different theatrical techniques. We will apply different dance styles, such as jazz, modern, ballet and tap, to the use of music, poetry, masks, theatre, improvisational games, and the students' own written words. This will also enable the students to explore verbal and non-verbal ways of communicating. Some of the issues to be dealt with in this course are: problems students and their families face in a new culture, a new language, and a new country.

We begin the class with deep breathing and relaxation exercises. This leads to the articulation, stretching, and releasing of tensions in all body parts. We then progress to using different dance movements and music. This enables the students to loosen up, to get a better sense of self, and to experience feelings of confidence. We also explore improvisational games and exercises in which the students have to use their imagination. These exercises will help them become more sensitive, open, and trusting of themselves and their classmates, and put them into a situation where they may use their own life experiences. Students also learn how to work together.

The use of masks helps expand the students' perceptions of themselves. They can use masks to change their physical personalities and become other characters. This activity permits and encourages cross-cultural exchanges about rituals in the students' native countries.

Poetry enables the students to use words as images to express feelings we all share, whatever our cultural differences are.

Time permitting, application of these different techniques will culminate in a theatre piece written, acted, and performed by the students. This will promote personal growth by utilizing their talents, giving them confidence, giving them a better command of English, teaching them about the creative process, and above all, allowing them to have fun and enjoyment.

In keeping with the spirit of collaborative learning at The International High School, I set up two support groups with the intention of providing positive peer counseling interactions in a secure environment. These experiences are described below.

Adjustment Group

This counseling group was made up of all the Korean students at The International High School who agreed to participate on a voluntary basis. It evolved from a recognition by both the teachers and students that there was a conflict between student and school expectations. It was obvious to all that the conflict arose from cultural differences.

Goals

1. To provide orientation to The International High School system, teaching styles, and learning behavior, and to compare them to their past experiences.

2. To promote positive adjustment to The International High School through the interactions of group members.

Discussion topics

1. School structure in the native country
2. Learning experience in the native country
3. Teacher-student relationships in the native country
4. Friends and classmates in the native country
5. Student understanding of the above 4 points at The International High School and other New York City public schools.
6. Student experience of school life in United States and at The International High School
7. Clarification of misunderstandings or misconceptions of school life, classroom situations, learning experiences, and teacher-student relationships.
8. Experience in getting along with classmates of difference cultural backgrounds.
9. The internship program

Strategies

The group was student centered and I functioned as its facilitator. I usually began each session, observed and promoted interactions among the members, and summarized or asked students to summarize at the end of each session. In those instances where a more directive approach was required, I attempted to guide them through their difficulties and then allowed the group dynamics to take over again.

Comments

This group met every two weeks on Fridays after school. Every session lasted about an hour. The group members interacted positively and helped each other to develop social skills for interacting with different cultural groups. The group decided on termination when they felt all their needs were met. This was a successful group process which would be useful to continue with others who have similar needs.

Social Development Group

I sought to develop a culturally balanced support group which would share feelings and discover their similarities while also appreciating differences. This was part of a large effort to orient the incoming tenth grade to our school with its culturally diverse population. Membership was based on desire to join. The group ran for ten sessions of approximately one hour each.

Goals

1. To develop self-awareness
2. To appreciate one another's culture
3. To understand different views and values better
4. To build up rapport by giving and receiving support
5. To adjust better to The International High School system
6. To improve communication and English skills

Discussion topics

1. Social and cultural aspects of life in the native country
2. The immigrant experience
3. Life in the United States
4. Values clarification
5. Life at The International High School
6. Classroom learning

7. Friendship
8. Getting in touch with one's feelings
9. Future career
10. Evaluation of the group process.

Strategies

The strategies were similar to those used in the adjustment group with an emphasis on:

1. Group interaction
2. Cross cultural sharing
3. Expression of feelings and experiences
4. Support for one another

Comments

I ran one group each cycle and I remember them with pleasure. These group experiences were positive because they built up a strong support system. This network of support developed from the sharing of emotions and empathy. All the students who participated continue to be productive and well integrated.